

DIARY

When a deletion says more than 1,000 words

As every good Stalinist knows, when a government publication is updated, and a piece of history suddenly disappears from it, it is time to book your one-way ticket to Mexico.

The 1981 edition of the DES publication *The Department of Education - A Brief Guide* was not a riveting read, though it had a small cult readership among small-time counter-intelligence agents and Insomniacs Anonymous. But it did at least open with a comforting chapter entitled "A national service locally administered", of which the first sentence read: "The tradition of decentralised education in Britain is strong."

This has all been deleted from the new 1984 edition and the opening sentence now reads: "The Department of Education and Science is responsible for all aspects of education in England."

Big Brother at the DES assures me there is no cause for alarm, and if I look very hard I will find somewhere in

the book the phrase: "A distinctive feature of the British education system is decentralisation", and the change was made for "editorial reasons". So everything's OK... isn't it?

It could, of course, be worse. What is the odd against the 1987 edition starting: "The Manpower Services Commission is responsible for all aspects of education in..."?

One thing now working to the DES's benefit in its skirmishes with the MSC is that the new chairman of the Commission, Bryan Nicholson, owes the Department a favour. Mr Nicholson showed he was a cut above the rest and began his journey on the road to fame when he was recruited to Remington, the shaver people, 20 years ago. He was spotted by a "headhunter" working for a Mayfair firm of management consultants. The bright young executive who did the headhunting was Peter Brooke, now the minister for higher education.



Labour chokes on its own silver spoons

Memo to the Parliamentary Labour Party: "Jokes about public schoolboys - not good idea". Labour MP Roland Boyes lashed out at the Tory benches during an exchange on education spending last week, shouting: "It is all very well for the public school lads on the Conservative benches to laugh about this."

Sadly, the next two rather probing questions from the Labour benches by Mark Fisher (Eton) and Giles Radice (Winchester) to Conservative junior education minister Bob Dunn (Pendlebury secondary modern) were rather lost in raucous laughter.

Mr Radice is, however, not easily put off. He is to remain Labour education spokesman for at least another year, having increased his vote in the Shadow Cabinet elections, and put in a special request to Neil Kinnock to keep the portfolio. His measured and analytical style has proved something of a bonus for Labour, and he now intends to produce two "charters" - one on the under-fives and one on standards and achievement, in time for next May's county council elections.

Meanwhile, the new Labour Party education committee has been set up, consisting of six members of the parliamentary party, six from the NEC who apparently took some flouting) and six co-opted - Frances Morrell from ILEA, Josie Farrington from the Association of County Councils, Nicola Harrison from the Association of Metropolitan Authorities, Graham Lane from the Socialist Educational Association, and ex-MPs Philip Whitehead and Christopher Price.

What have all the aforementioned got in common? "None of them" Graham Lane tells me, "is a worker. Where are the teachers? Where are the lecturers? There should be more people from outside London." Mr Radice can expect a letter from the SEA soonest.



What about the workers? ... (clockwise from top left) Josie Farrington, Nick Harrison, Christopher Price and Philip Whitehead.

Far from micro fees

The Government's increasingly successful policy that adult education should be firmly in the marketplace and charge higher fees has rebounded on one of the men charged with putting it into practice.

Neel Thompson, DES under secretary in the further and higher education branch, went to enrol on a computing course at his local college in the London borough of Harrow, and found it would cost him £36 for a 35-hour course. "Too expensive... think I'll buy a couple of books instead," he was heard to mutter.

Irreverent pupil profile

Is the Secondary Examinations Council taking its new involvement with pupil records of achievement seriously? I hear of a rather unimpressive version of a proposed pupil profile being canvassed in the corridors of the SEC's London headquarters.

Question: Does this pupil get on with adults?

Answer: Yes.

Question: Give example.

Answer: His probation officer.

David Lister

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS
Mr Nicola Baboneau, acting head of Ashmount Junior School, Hove, to be head of Sebright Junior Mixed and Infants School, Shoreditch.
Mr R P Handing, deputy head of Arnold School, Blackpool, to be head of Queen Elizabeth grammar school, Wakefield, from next September.
Mr Nicholas Wilkins, head of science at Westbrook Hey, Hertfordshire, to be head of Buckingham College Lower School, Kenton, Harrow, from January.

ADMINISTRATIVE APPOINTMENTS
Mr Peter Davis, deputy education director of Bolton Council, has been appointed director of education for Kirkstall.
Mr Roy Atkinson has been appointed deputy county education officer in Northamptonshire. He was formerly education officer with responsibility for educational services in North Staffordshire.
Mr John Butler, vice-chairman of the National Children's Society, to be chairman in succession to Mrs Wynn Osborn-Clarke.
Mr John McMaister to be general secretary and chief executive of the Boys' and Girls' Welfare Society.

CONFERENCES...

November 11
"School Students Challenging Racism" conference at County Hall, London, organized by school students and the GLC anti-racism education working group. The day will consist of workshops, discussions and a showing of Isaac Julien's film *Barbarians*. Details from Ann Cole, Ethnic Minorities Unit, Room 636A County Hall, London SE1 7PB.

Unit, Room 636A County Hall, London SE1 7PB.

November 17
"Using the Micro in Business Studies" - a one-day conference for teachers of business studies organized jointly by Plymouth College of Further Education and Pitman at the College of Further Education, King's Road, Devonport, Plymouth. The day will consist of lectures and practical sessions. The fee is £25. Applications to Ms E. Tarrant, Pitman Service Department, 128 Long Acre, London WC2E 9AN.

November 30
A day conference at Bernet College, organized by the Association of Professional Tutors on "Professional Tutors as Catalysts for Staff Development." The guest speaker is Mr Michael Gill MBE. Details from Paula Davison, Willissen College of Technology, Denzil Road, London NW10 2CD.

December 1
The Middle Schools Research Group is meeting at Southampton University to discuss school-based INSET. Details from Mrs Warwick, School of Education, Southampton University.

December 5 and 10
Council for Education in World Citizenship fifth and sixth form conference on "Where Power Lies" (December 5) at Pendleton Sixth Form College, Salford. Applications for tickets to the CEWC, 19-21 Tudor Street, London EC4V 0DU. 50p for member schools, £1 for non-member schools.

On December 10, Human Rights Day, there will be a sixth form conference at the House of Commons on "Human Rights in a Technological Age." Applications for tickets to the address above: £1 for member schools, £1.50 for non-member schools. The closing date for both conferences is November 16.

COURSES...

From November 21
"Using a Spread Sheet: Multiplan" - a course on Wednesdays at 6.30 pm for four weeks at the Microcomputing Laboratory, Imperial College, Department of Extramural Studies, University of London, 01-636 8000 ext 3876. Course fee £24.

November 26-28
"Entrepreneurs, Problem-Solving and Innovation" - a CHAC course for teachers to help school leavers develop insights into small business enterprise at Stoke Rochford Hall, Lincolnshire. It will explore the nature of enterprise, methods of encouraging innovative abilities and preparing for innovation back in school. Details from the Conference Office, CHAC, Bateman Street, Cambridge CB2 1LZ.

EVENTS...

November 13
"The Child as Go-Between: Consulting with Teachers and Parents" a lecture given by Mrs Denise Taylor, principal psychologist at the Tavistock Clinic, organized by the Forum for the Advancement of Educational Therapy. The lecture will take place at the Tavistock Centre, 120 Belgrave Lane, London NW3 7Pm in Lecture Room 4.

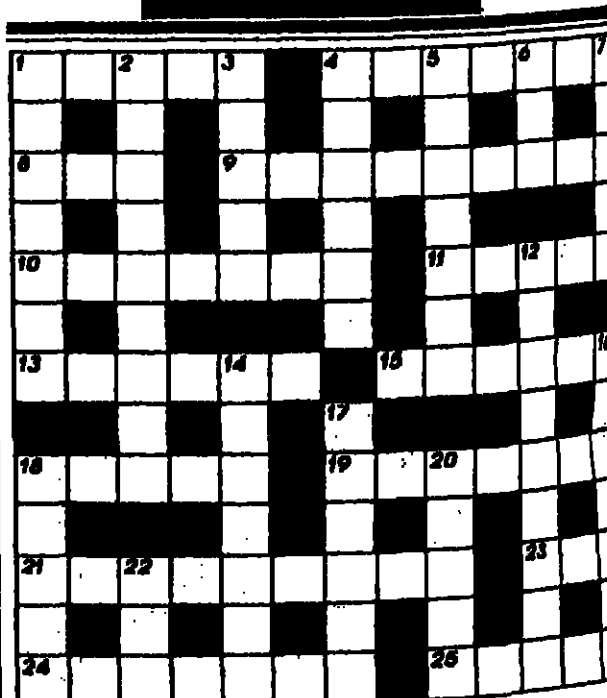
November 22 and 29
Two lectures on the theme of "Women in Higher Education" by Joan Lester on "The Political Dimension" (November 22) and "The Curriculum" by Julie Cleveland (November 29) at 1 pm at Oxford Polytechnic's Headington site, Room H101. Details from Dr D. Watson, Oxford Polytechnic, Gray Lane, Headington, Oxford OX2 0BP.

December 3
"Improving Secondary Schools" a talk by Dr David Hargreaves at Logan Hall, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Applications for tickets £2 (£1 CSCS members) by November 29 to Jean Ridge, Department of Economics, Administration and Policy Studies, (DEAPSE), 59 Gordon Square, London WC1H 0NT.

Reading
The Parental Help with Reading in Schools Project at the London Institute of Education is studying primary schools' reading workshops. These are sessions during school time, when parents come into the school, in groups and on a regular basis, to help their own children with reading-related work under the supervision of the classroom teacher. The project wishes to find out how widely this particular approach to parental involvement is being practised. Barry Storer, the project's research officer, would be pleased to hear from teachers and parents with information. His address is 18 Woburn Square, London WC1H 0NS.

PAGE
A feasibility study is being undertaken for establishing a major project into the involvement of parents and others in the home programmes of learning initiated by the schools. The Parents and Community as Educators Project would like to hear about successful initiatives and activities in this field, however small. Please write to William Percival, Director of PACE, Oxford Educational Research Group, 15 Northern Gardens, Oxford OX2 6PY.

No 177 CROSSWORD by Rufus



Across

- Advanced to be a school principal (5)
- Unusual seaside shingles for instance (7)
- Pancy to win a card game (3)
- Save up a pound (7)
- First class letter (5)
- It enables a writer to get rid of unwanted characters (6)
- How to march on foot (6)
- Bert and Jack in church (3)
- Don't go back for a loan (7)
- You may wind up selling it (9)
- Anger I reveal when there's a shortage of meat (3)
- Apparently an off-day for twelve (7)
- Ren's seaside place in Yugoslavia (5)

Down

- Trainee goes round Grand National course (7)
- How one takes a paw, by the way (2)
- Put off Ted's rise with hesitation (5)
- Riding payment for the artist (6)
- Keep us up to the mark (7)
- An attempt to indicate time past (3)
- Tear out about time (6)
- Latin root disposed to reveal his full capacity (9)
- His face reflected all from lightning (7)
- Here and now (7)
- Wordless farewell to the test (6)
- A clergyman let his head for this (6)
- Straps with no dummies (5)
- A 10-40? Yes (3)
- Solution to puzzle 176

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Pay structure talks resume

by Susannah Kirkman

Pay structure talks went ahead yesterday after the National Union of Teachers issued an affidavit saying that it was not trying to prevent Mr Peter Dawson, general secretary of the Professional Association of Teachers, from attending.

PAT had sought an injunction call-

ing for the talks to be banned unless it was officially represented at the meeting. The injunction has now been adjourned indefinitely.

Mr Doug McAvoy, NUT deputy general secretary, accused the PAT of back-tracking on the issue. He said Mr Dawson would continue to "attend"

meetings simply by walking into the room. But as before, the PAT leader would not receive any papers or be allowed to speak.

Mr McAvoy said there had never been any intention to prevent Mr Dawson attending.

Classroom rewards, page 7



All power to your elbow... Hannah Klag, Julie Ellis, and Penny Thill, from St Albans Girls School, demonstrate a robotic arm which they built for a technology project. The trio displayed their brainchild during a three-day Craft, Design, and Technology exhibition at Hatfield Polytechnic, held by Hertfordshire County Council.

Lunch crisis prompts school hours rethink

by Geraldine Hackett

The growth in the number of teachers opting out of lunchtime supervision has forced at least one local education authority to consider a radical reorganization of the secondary school day - including the possible introduction of continental hours.

A crisis point was reached in South Tyneside when a headmaster - who was the sole teacher supervising lunch school - was attacked by a pupil.

The school, Hebburn comprehensive where 400 pupils stay for lunch, is the only one where every class teacher has opted not to do lunchtime duties.

But there are four or five other schools in South Tyneside where only a handful of teachers supervise meals.

Mr Thomas Dobby, headteacher at Hebburn, has supervised lunch on his own since Easter 1983. There have been other incidents, but last month's was the most serious one.

However he was not badly hurt. South Tyneside's director of education, Mr Kenneth Stringer, said this week that a report is being prepared on the possibilities of changing the school timetable to cope with the problem.

"The most likely option is to have an all-through day. Teaching hours would be staggered in order that some classes will be at lunch, while others are being taught," he said.

The committee will also look at the implications of a continental day - beginning early and ending the day at lunchtime.

The number of teachers opting out of lunch supervision has been increasing steadily. The National Association of Schoolmasters/Union of Women Teachers lifted its withdrawal of goodwill three weeks ago, after a dispute over the planned reduction in the number of teachers had been resolved, but many teachers continued to opt out of lunchtime supervision.

"We have made a special appeal to teachers at Hebburn, and that is being considered by the teachers," Mr Stringer said. "The problem is not one that relates only to this school, though the position there is the most serious."

A long-term solution has to be found."

Mr Alan Porter, regional secretary of the NAS/UWT, said the rise in the number of teachers choosing not to do lunchtime duties was a reflection of the low morale in the profession. "This is not part of any union campaign. In secondary schools teachers are finding that the strain of teaching means they have to have a break at lunchtime, he said."

Mr Porter said the union was prepared to discuss with the education authority any proposals on altering the school day. "I don't believe the problems created by teachers opting out of school meals duties are being felt only by South Tyneside. Individual teachers are deciding they will no longer do such work, but it does not mean they are not doing many lunchtime activities, such as sports," he said.

The National Union of Teachers' divisional secretary, Ian Young, said his members had over a period of time exercised their option to stop doing lunchtime supervision.

Proposals for reorganizing school hours will be presented to the next meeting of the South Tyneside education committee.

Ban on corporal punishment gathers pace

by Biddy Passmore and Iola Smith

Labour-controlled Gwent County Council abolished corporal punishment in all its schools two days after the Government confirmed plans to give parents the legal right to exempt their children.

The county is expected to be followed by many other authorities, as the implications of the Bill sink in.

Teacher unions, parent groups and local authority associations have been united in their view that the scheme, which would allow two children to be punished differently for the same offence, will be unworkable. It has been widely predicted that the end of corporal punishment is now in sight.

Already more than half of English and Welsh L.E.A.s. have agreed to ban the cane or tawse or are seriously considering doing so. In at least 16 authorities the ban has already taken effect.

The Labour-controlled Association of Metropolitan Authorities has been urging its members to abolish corporal punishment for some years in line with Labour education policy.

The Tory-controlled Association of County Councils believes individual councils and governing bodies should decide. This is also in line with what has hitherto been Conservative policy.

Sir Keith Joseph, the Education Secretary, is under no illusion that his Bill will be popular. During one of the

Commons debates on the Queen's Speech last week, he said: "Whatever option we choose, there will be many who disagree with us. The Government believe that we should leave the decision, with all the attendant untidiness and untidy consequences, to parents, teachers and governing bodies."

Several speakers during the debate, both Conservative and Labour, had condemned the plan. Mr Giles Radice, Labour's education spokesman, accused the Education Secretary of "ducking the issue". He said: "The only sensible, practical and humane way of abolishing corporal punishment is to abolish the exemption Bill into an abolition Bill."

Legal action is being considered in the case of two boys taken into care in Mid-Glamorgan because their mother refused to send them to a school which used the cane. The prosecution may charge the headmaster with assault.

The care order was placed on the boys because they had not been attending school. Then the head-teacher suspended them because their mother refused to let them receive corporal punishment.

Legal advice was taken on behalf of the youngest boy because his hand was badly injured following a caning. The head refused to comment.

ILEA tests classroom security alarms

by Mike Durham

Teachers at several inner London schools are likely soon to be issued with portable security alarms so they can call for help by remote control if there is trouble in their classrooms.

The Inner London Education Authority is testing the system, and if it proves satisfactory, the devices will be given to six schools and colleges.

The Thrust 9002 alarm system, made by Thrust Technology of Basildon, Essex, consists of a master console which can be wired up in the headteacher's or principal's office, and a number of portable alarms.

When a teacher activates the alarm, a buzzer will sound on the console and a digital display will indicate where the emergency is.

The portable alarm could be of a push button variety kept in a pocket or

clipped to a belt, or a pendant worn around the neck. When the pendant is triggered, the alarm goes off.

Thrust Technology's managing director, Mr Maurice Bevan, told *The TES* the system was designed for medical use, in hospitals and old people's homes. The ILEA's security advisers had contacted the company to see if it could be used in schools.

In July an ILEA security review for schools and colleges agreed, among other measures, that there should be a central stock of anti-intruder alarms, to be issued when and where necessary. (*TES*, July 6).

On October 7 last year, *The TES* reported that teachers at Stockwell Park School, in Lambeth, south London, wanted to be issued with alarm "bleepers" after violent incidents.

An ILEA spokesman said the authority's technical advisers were inspecting six Thrust 9002s. If they were found to work well, they would be sent to a variety of schools and colleges, which were not identified, but included a large secondary school and a smaller primary school.

The spokesman said: "There is thought to be a need for them because of the problem of intruders. By their very nature schools have to be open and welcoming places, and it's not always possible to keep track of every-one coming in and out."

THIS WEEK

COMMENT
PRIMARY
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
PAINBACK
DIARY CROSSWORD
AND NOTICEBOARD
CLASSIFIED 31

Spending cuts

Biddy Passmore assesses the impact on education of this week's statement by the Chancellor, Mr Nigel Lawson.

Paudlit for PM
Mrs Thatcher was the most successful Education Secretary local authorities ever had, an AMA conference is told.

Platform
Henry Macintosh welcomes the

Certificate of Pre-Vocational Education, with misgivings

How a school took over a council flat to get closer to parents.

Arts/Books
Robin Buss on the Children's Film Festival; Jonathan Dimbleby on Russia's ruling class.

Children's information books.

TES Information Book

Awards 1984
Judges' reports: Why *In Deutschland* won the senior award and why the junior prize has been withheld

Pages 23-24

Resources

Video/Media
Gillian Macdonald on the BBC's *Domestic Project*; a review of two videos for media studies.

EXTRA
Primary education: articles and reviews including the use of television; computers; how to choose animal books.

introducing children to work. 37-44

The turn of the screw

Sir Keith's critics can hold many things against him, but they cannot accuse him of seeking cheap popularity. His partiality for hairshirts seems even stronger than his delight in silk pyjamas.

The latest example of his willingness to offend his friends in pursuit of principle comes in the matter of student grants and fees (page 3). His decision to withdraw the minimum student grant and make wealthy parents pay the fees as well is not going to go down well among middle income Tories in the posher parts of Leeds, where Sir Keith enjoys the favour of the electorate, or the deep blue reaches of the Home Counties.

The full impact will be felt by those with incomes of upwards of £22,000: they will be expected to pay another £725 a year in parental contribution; that is, their present payment of about £1,700 a year will be increased by about 42 per cent. Moreover, it will not only be those in the top income bracket who have to pay out more: the increase will far outstrip the rate of inflation for everyone whose residual income exceeds £15,000 or so.

In an age where both parents are likely to be earning, it will not only be those conventionally described as rich whose cost of higher education sharply increased. And, given the evidence that many parents do not actually make over to their children all the money which they are supposed to contribute, this may be expected to lead to more hardship among the students themselves.

It is easier to regard these changes with

equanimity if the last of your children is through higher education than if you are just about to embark on this expensive phase. The rationale for what Sir Keith has done, however, is perfectly clear. He believes that those in the upper income groups are in a position to pay more for higher education and that it is more important to preserve the maintenance grants of those who are less well off, and put more money into scientific research, than to pamper the well-to-do. It is a point of view which all the opposition parties would have to support: the only serious political criticism of Sir Keith's action will come from his own party.

What he would really like to do would be to cut off grants to the better off altogether. He remains intellectually opposed to the present system of maintenance grants and has only been deterred by the practical difficulties from replacing it with a composite system in which loans would play a large part. Though he denies any ulterior motive, it looks as if Sir Keith has begun to move towards a loan system by stealth, without any formal arrangements to provide subsidized loans. His advice to any aggrieved, but well-heeled, parent would be to go to the bank and let the would-be graduate pledge his or her credit, (guaranteed, if need be, by mum and dad), for the benefit which a degree will bring.

He would argue, too, that if this were to occur on any scale, it would be positively beneficial because it would concentrate the students' minds on economic realities - make them aim at marketable qualifications and fix their minds on joining the wealth-

creating process in industry or commerce. He believes that the psychology of sixth-formers has been distorted by the grant system which has relieved them of the need to take financial responsibility for their own actions.

It is true that maintenance grants have contributed to the postponement of decisions about careers for many arts and social science students till the end of the higher education course and that this is a luxury carried over from more leisured times and a middle-class, Oxbridge notion of the graduate generalist. If students had to go through college or university on borrowed money, it would make a radical difference to their attitudes and their choices.

What Sir Keith is now proposing is no more than a nudge in that direction. Of course, it may be the thin end of a wedge leading to something more comprehensive later on, but by itself it does not add up to a new policy. What this will do, however, is to increase the relative attractiveness of scholarships which are awarded free of any regard to parental income. The biggest category of such means-test-free awards are the industrial scholarships, mainly in science and technology, which carry with them the prospect of long-term employment, not to mention vacation work during the period of higher education. They offer students a measure of independence, and parents, relief from the burden of student support. It would certainly accord with Sir Keith's policy if more students now aim at industry-orientated courses, including those supported by such scholarships.

COMMENT

Fair wind for the MSC

Mr Bryan Nicholson has made an effective start in his new job as chairman of the Manpower Services Commission, by sealing the compromise over Training For Jobs which has now been agreed by both local authority associations (page 12).

What he has done is to secure the takeover principle implicit in the White Paper, by establishing the MSC's right to control one quarter of work-related non-advanced further education.

Since this was the very principle against which the L.e.s. had striven for so long to unite-at the barricades, it must have taken quite a smooth operation to arrive at a face-saving deal all round.

Although Mr Nicholson may appear to have made a major concession by returning to the L.e.s. in full the money already deducted from their 1985-86 rate support grants in respect of the disputed sector, he has in reality won for the MSC far more than he has given away. The deal is only for one year, and there is agreement that the money concerned will, actually be spent on work-related NAFE - it has become an earmarked grant.

The MSC had originally made its own, characteristically impetuous, decisions about what it would be spending on work-related NAFE in each L.e.s., and the individual sums did not always correspond with the amount deducted from RSG. That might have been defensible if calculations had not been based on the only figures readily available, which were for NAFE as a whole, rather than just the work-related element. In the end, the MSC officials (and their new boss), presumably came round to what the educationists had been trying to tell them all along, that the result was dangerously distorting when the proportion devoted to work-related courses could vary so much.

It is true that the ACC had in the summer put forward a counter proposal which offered the MSC more than



the one now agreed. But David Young's aggressive response to that, accepting only a one-year arrangement and making further territorial demands for consultation over the whole of NAFE, sparked bitter divisions within the ACC, even leaving aside the AMA's hostility to either version.

The success of a softy-softy approach says something about Bryan Nicholson's suitability to pick up the pieces after David Young's explosive charge through the education and training battlefield. It also reflects the urgency of the local authorities' need for a way out of the corner they had painted themselves into.

The united front had been held more firmly, and for far longer, than Government had ever expected, but it has to be faced that it had really been crumbling since the summer, when some of the counties began to put a distance between themselves and their chairman, Mr Philip Merrifield. And once the ACC had tacitly acknowledged defeat, the AMA's threat to withdraw from CLEA was a last trump card which it did not really dare to play.

Bradford presses on

No-one should underestimate the importance of what is happening in Bradford (page 9). The social and political background has been transformed over the past 20 years and, in particular, over the past seven years. The presence of a large population with roots in the Indian sub-continent has been reflected, through the democratic process, in the adoption by the Bradford metropolitan district council of a series of policies aimed at ensuring fairness for all ethnic groups, including a policy for multicultural education.

The tensions have been obvious. To adopt a high profile on race issues means making criticisms, open or implied, of what many members of the majority community have taken for granted. It can easily cross the line which divides multi-ethnic even-handedness and positive discrimination, and in race matters, one man's positive discrimination becomes unfairness to somebody else.

The electoral defeat, last May, of Peter Gilmour, the Conservative councillor who, as chairman of the educational committee, had responsibility for a component in Bradford's multicultural policy, was mainly the result of normal political campaigning. He had a marginal seat and Labour concentrated efforts on removing him. But it is also true that he had offended some of his own supporters and the aggressive style with which he had forced the pace on multicultural education had annoyed many teachers.

It is important to note, however, that Eric Pickles, who succeeded him as chairman of the education committee, is also an architect of the multicultural policy and Bradford's high profile bipartisan commitment to it remains. The style is now less abrasive, but it is still a social and political necessity to make Bradford a place where all ethnic communities get a square deal.

Mr Raymond Honeyford, who is in post as head of the Bradford Education

school, having resisted attempts by a parents' group and the Labour opposition to get him fired, and having now refused the offer of early retirement with enhanced benefits. The case put forward against him turns on various articles he has written (including several in *The TES*) which gave offence to members of the minority communities, and in particular, to one in *The Salisbury Review* carried this year, which was widely quoted. Some would like to hang Mr Honeyford for his writings. This would be a gross infringement of his civil rights. Others (including the education committee) would defend his right to free speech, however, while at the same time questioning his wisdom, as the head of a school with a large ethnic minority community, in expressing views which were bound to give great offence and, as many would think, prejudice his work.

It is most important to treat any attempt to make him a martyr to free speech with great caution. That would be naive in the extreme. There are many jobs which demand a certain professional reticence. Being the head of a school is one of them. In certain jobs you cannot, when you write an article, separate your private opinions from the office you hold. It is obvious that this is true of Mr Honeyford, and however valuable his controversial views on multicultural education may be, by advancing them in the public prints he may have damaged his school as well as himself. It is clearly up to him to mend his fences with his school community if he can, and if not it will be obvious that he has seriously undermined his own position as head.

...no comment

"Miss Katherine Harper, a senior laboratory technician at the Institute of Child Health, in London... (who) has identified a gene sequence which makes it possible to spot a haemophilia carrier... was accepted into a hospital laboratory after a fairly undistinguished educational record (eight grade 1 CSRs)." *From The Times*

Letter from Northern Ireland

Northern Ireland is engaged in its curriculum review. Not that Mr Nicholas Scott, the minister responsible for education in the Northern Ireland Office, is going to issue official guidelines: instead, there is a Schools Council-type project in which 50 secondary schools have joined in their own analysis and self-examination.

In this connexion I went to Ulster last week to attend a one-day seminar on "The Future of Education in Northern Ireland", sponsored by the Ulster Bank. (The bank, as it happens, has recruited any school-leavers recently because jobs are being computerized. Perhaps this spurred the bankers' social conscience. *Not West, Ulster's parent, please copy.*)

Taking part were Charles Hand, Ivan Wallace, the Northern Ireland senior chief HMI and London's David Hargreaves, lucubrating on the future and its demands. Charles Hand, an economist, ex-London Business School, ex-international oil executive, pronounced his vision of the future of work. He reckons that much employment based on long service with large organizations will disappear. Instead, employers will keep only a small core of professional and technical staff. Other activities will be sub-contracted to other groups of workers. And a feature of this development will be what he called a "flexible labour force", some full-time, some part-time, mostly in semi-skilled and unskilled jobs.

Against the background of a continuing trend to a shorter working life, starting later and leading to retirement earlier - Professor Hand says schools should prepare people for "what beyond employment" - a portfolio of jobs, taken together or in sequence.

Like so many future scenarios, his was one-dimensional: even if it was right in its interpretation of trends in employment, is this the only tool which will affect education? And anyway, what sort of curriculum do you deduce from all this? All Professor Hand offered was a few pointers: less emphasis on traditional academic knowledge, more on other kinds of talent and general resourcefulness, less linkage of examinations to particular age norms. He also asked (but didn't answer) whether differentiated forms of education were needed for different career expectations: a question which had a particular meaning in Ulster where the 11-plus still reigns supreme.

Mr Wallace followed, steering a strange and somewhat jerky course between the Scylla of Ulster and the Charybdis of despair. Like Professor Hand he seemed drawn, remorselessly, towards the comprehensive school issue, which in Northern Ireland at present is really no issue at all as the social power structure is solidly behind the present 30 per cent grammar school system with its formidable direct grant backing. With transparent honesty, Mr Wallace pointed out the difficulty of trying to devise a common curriculum for a divided system.

Meanwhile, as grammar school heads are not slow to point out, Ulster's grammar schools continue to do very well by conventional standards. This can be seen by comparing the examination results for England and Northern Ireland: according to the latest available figures (1981-82) 27 per cent of Ulster school-leavers achieved the five O level mark or better; in Northern Ireland, the figure was 33.

Back in 1967-68, before comprehensive reorganization got under way in England, about 15 per cent of school-leavers obtained one A level or better in both England and Ulster. By 1981-82, the English percentage had crept up to 17, while the Ulster figure had reached 22. At the bottom end of course, it's a different story: 24 per cent of Ulster's leavers had no qualifications compared with only 11 per cent in England.

Sir Keith asks middle-class to pay more for HE

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, risks student unrest and the loss of support among Tory voters as a result of his decision, announced on Monday, to make middle-class parents pay more for their children's higher education.

The National Union of Students responded by calling a 24-hour sit-in at universities and colleges next Wednesday. And Mr Giles Radice, Labour education spokesman, said the changes would be "particularly infuriating to many parents who voted Conservative at the last election."

As *The TES* predicted last week, Sir Keith has gone beyond the abolition of the minimum maintenance grant (now £200) to a demand that richer parents pay more or all of the £520 tuition fee. In addition, parental contributions to their children's maintenance grants will rise sharply next autumn for the second year running. The increases will start at a residual income of £12,000 (about £13,200 gross).

But there will be no increases lower down the scale and some 10,000 low income families will be kept out of the contributions net.

The changes, which will save the Government £23m, have been made to release an extra £24m for scientific research and to allow for a rise in the average grant paid to existing students, Sir Keith explained on Monday.

Sir Keith denied that asking parents to pay tuition fees was the deliberate start of a loans scheme - although he conceded it might be a *de facto* start.

Parents of some 200,000 students will have to pay extra next year. At a residual income of between £12,000 and £14,000 they will have to pay £57 more if their son or daughter is studying outside London. The contribution rises to £241 for parents on residual incomes of £16-18,000 (about £17,000-20,000 gross) and to £207 at residual incomes of £18,000-20,000.

Some 64,000 parents on a residual income of more than £20,000 (about £22,000 gross) will have to pay £725

more - equivalent to the lost minimum grant and the £520 tuition fee.

Overall, the amount allocated to the local education service in the Government's plans is £10,259m, a cash increase of 6 per cent but a real increase of 1½ per cent over White Paper plans for the current year.

But local authorities are, of course, overshooting. Government targets this year so the plans actually imply a cut. In partial recognition of the overshoot, an extra "unallocated margin" of £600m has been set aside for councils, about half of which should find its way into education.

The Government's plans were, as usual, denounced as unrealistic by the local authority associations.

They complained especially about the planned figure for spending on school meals and milk which, at £280m, is some £120m less than L.e.s. are spending in 1984-85.

Also attacked was the planned reduction of 6,000 in teacher numbers in the year starting in January (the local authorities think 4,000 is the most that can be achieved) and the £16m reduction in capital spending.

The plans for non-advanced further education assume the transfer of £61.75m to the Manpower Services Commission next year. Grants of £17.5m will be available for in-service training and the Government will pay education support grants worth £21m to L.e.s. to support spending on priority areas of some £30m.

● The Technical and Vocational Education Initiative, intended to be limited to 10 local authorities when it was introduced two years ago, is to be thrown open to all the L.e.s. *writes Mark Jackson.*

Mr Tom King, the Employment Secretary, announced on Monday that the Government will provide money for as many of the remaining authorities as wish to join the programme. With 62 L.e.s. already being funded, this could, at £400,000 a project, cost the Exchequer another £20m.

Sir Keith announces introduction of new merit grade for 16 plus

A merit grade is to be introduced for pupils who do well in a range of subjects in the new 16 plus, but not well enough to get a distinction. Sir Keith Joseph, the Education Secretary, announced in the Commons on Wednesday.

This unexpected decision will be included in a consultative document to be issued by the DES shortly. It will discuss the number and range of subjects and the quality of performance which should be rewarded with a distinction or merit.

The plan was immediately denounced as "the reintroduction of O levels" under another name by Mr Giles Radice, Labour's education spokesman. But Sir Keith protested that no such thought was in his mind.

Replying for the Government to an

Opposition-inspired debate on secondary and further education, Sir Keith also revealed the results of recent DES research on the relationship between exam results, spending and type of school.

Two further studies have found only a slight relationship between a local authority's exam results and the proportion of pupils in grammar schools, he said. They had found an even higher correlation - over 70 per cent - between results and social background than an earlier study, and no more than a slight relationship between results and the level of resources.

Now he would be willing to consider funding external research to explore these and other factors further at the level of individual pupils and schools, he said.

NEWS



Miners march behind teachers during last week's protest demonstration against the effect of rate-capping on the Inner London Education Authority. This week the ILEA announced the launching of a public campaign in defence of its "illegal" budget. It says it has been given a "clear mandate" during consultation on its budget to maintain services.

Pupils to help miners' children

by Richard Garner and Liz McCallum

Schools are being asked to collect toys, games and books to give as Christmas presents for miners' children.

In Manchester, the Labour-controlled city council has appealed to all its pupils and students in the city to collect the Christmas presents. The council has already made its libraries into collecting points for food and has now sent out an appeal directly to schools, colleges and youth clubs.

In Inner London, members of the National Union of Teachers in several schools are planning to collect toys for the miners' children.

The Socialist Teachers' Alliance, the biggest Left-wing group at NUT annual conferences, is urging its members to give between 25 and 50 per cent of the back payment to the miners.

Meanwhile, coal deliveries have eased the pressure in schools in one of the areas facing serious problems because of a shortage of fuel due to the eight-month-old strike, *writes Geraldine Hacken.*

In Mid-Glamorgan, the local authority estimates that most secondary schools now have stocks that will last until after Christmas. About 100 primary schools are still awaiting deliveries. In Doncaster, where secondary schools shut for three days a fortnight ago, mild weather has meant most schools are now working normally.

Local radio to cut schools service

by Gillian Macdonald

The Independent Broadcasting Authority this week announced the deregulation of independent local radio - which will lead to cuts in its educational service.

Increased competition and the losses currently incurred by the local radio stations has led the authority to give greater responsibility for output to the stations themselves.

The move will save the IBA a total of £900,000.

It will mean a "streamlining" of the IBA responsibility of administration

of educational and religious output.

According to a letter sent to senior staff by John Whitney, the IBA's director general: "There will be reduced involvement by the Educational Services... and a package of changes in the handling of the regulatory requirements which will streamline the work."

Under the 1981 Broadcasting Act the IBA, as part of its public duty, has an obligation to educate and inform the general public.

The IBA education department currently has an education officer for radio. Her job is to visit all 45 radio stations at least once a year and to write a report which monitors the progress of each.

Throughout the year she advises and supports the local producers, putting them in contact with local education authorities, education advisers, teachers and community groups.

Her job and those of the local radio officers who back her up, are expected to be axed from December 31.

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Libya charges British teacher

A British teacher held by the Libyan Government without charges since last May, has been accused of "possessing details of state security, being in the country without proper documentation and of communication with the BBC".

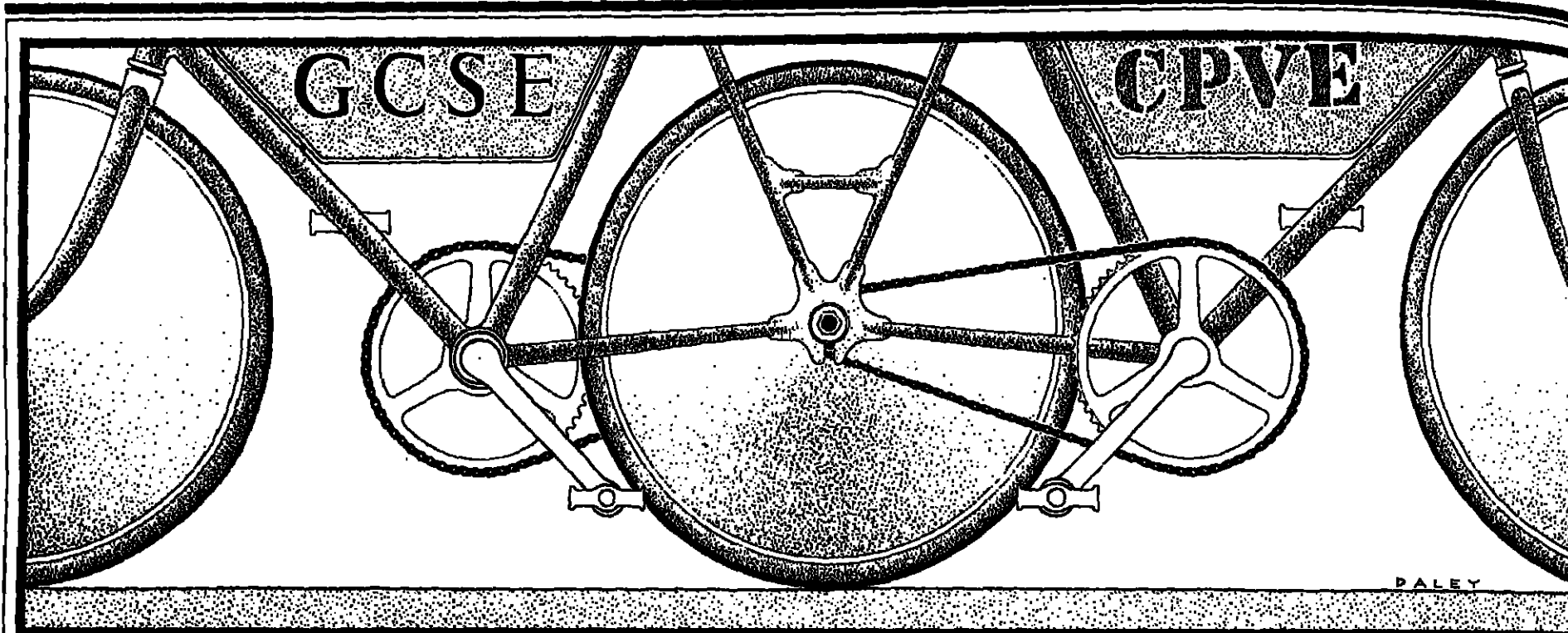
The Foreign Office said that the British consul in Tripoli is arranging legal representation for Mr Alan Russell, a technical English teacher at the Zawai oil refinery near the capital. Mr Russell, aged 40, was held after the Libyan Embassy siege in London.



Mr George Walden, MP for Buckingham, has been appointed parliamentary private secretary to Sir Keith Joseph, Education Secretary. Mr Walden (pictured above) is a former diplomat who, entered the House of Commons in June 1983.

PLATFORM

NEWS



The final version of the Certificate of Pre-Vocational Education is due to be approved before the end of this month. Henry Macintosh tempers his welcome with some warning notes.

Despite the continuing concentration by HMI and government upon the 11-16 curriculum and the resultant obsessive concern in England and Wales with maintaining formal leaving examinations at the end of compulsory schooling, an agenda is slowly beginning to emerge which could provide the basis for building a 14-19 curriculum which will be less divisive.

Among the most significant items on this agenda are:

- The rejection of the view that the present period of compulsory education should be extended by law.
- A restructuring of the curriculum into more manageable units, often referred to as "modules".
- Emphasis upon breadth and balance, not only in what is formally taught but also in relation to the nature and range of the inputs.
- Less emphasis on traditional subjects.

- Greater emphasis on the development of skills and concepts which are capable of application in a wide variety of contexts which more consciously link the school with the adult world.
- Stress upon performance criteria as the basis for student assessment.
- Greater emphasis on a more cooperative approach to learning and upon greater student involvement in the determination of their own learning.
- Stress upon the development of more comprehensive systems of recording positive achievement which would permit credit accumulation over time and facilitate credit transfer.

Fundamental to the achievement of such an agenda, however acceptable its terms, is the need to establish a consensus upon two major and interrelated issues. First, that it is essential to continue general education for all for as long as possible and to postpone

specific job preparation, and, secondly, that general education does not equal academic education and hence is not accessible only to the few. At present, such a consensus does not exist, not least because the Government appears uninterested in its establishment, and is in consequence supporting curriculum and examination reforms which are potentially extremely divisive.

The two principal examination flag carriers in these reforms are the General Certificate of Secondary Education (GCSE) and the Certificate of Pre-Vocational Education (CPVE), due to be introduced in 1988 and 1985 respectively upon timetables which will place severe strains upon all concerned, particularly in relation to staff development. These two examinations could hardly be more different in terms of the curriculum models they reinforce, their organizational structures and their control mechanisms.

The GCSE will be based upon national criteria, both subject specific and general, in the preparation of which there has been a strong central input. It will be run by five examining groups approved by the Secretary of State which will contain various combinations of existing GCE and CSE boards. Syllabus approval and the maintenance of standards across the groups will be in the hands of the Secondary Examinations Council (SEC) whose membership and functions have been determined by the Secretary of State. Despite greater emphasis within the criteria - due for final approval early next year - upon skills and concepts and upon genuine practical and oral assessment, the curriculum model enforced by the GCSE will still remain largely single subject and academic in nature and its relationship with A level (also the responsibility of the SEC) will remain a major priority. It will continue to be administered in ways which will largely secure the predominance of the GCE approach to public examining. If introduced, grade-related criteria will, of course, have a very significant impact upon both syllabus development and approaches to assessment within the GCSE but they seem unlikely of themselves to change, certainly in the short run, either the central role of single subjects or the external style of the examining system.

The CPVE will initially be introduced as a one-year post-compulsory course for full-time students and it will also be open from 1986 to part-time students. It is run by a board, jointly established by the City and Guilds of

London Institute (CGLI) and the Business Technician Education Council (BTEC), and provided it does not directly certificate students under the age of 16 it is not subject to SEC/DES control. Its curriculum model is also very different, being based not upon single courses but upon a framework which can be realized in a wide variety of ways.

The two main elements of this framework are the core and vocational studies. The core is set out in terms of 10 areas: personal and career development; communication; numeracy; science and technology; industrial, social and environmental studies; information technology; skills of learning; decision making and adaptability; practical skills; social skills; and creative development. The vocational studies are divided up into five main categories: business and administrative services; technical services; production; distribution; and services to

people, which are themselves split up into occupational clusters. For example, services to people contains health and community care, tourism and hospitality, including food and recreation industries. Each of the vocational categories is organized into modules of three main types - introduction, exploration and preparation - which progressively narrow the occupational focus. In addition to the core and vocational studies which must occupy 75 per cent of the total course there are additional studies which can permit either more advanced or concentrated work than is available through the core and vocational studies or can provide opportunities for leisure activities and recreation.

The assessment proposed also differs substantially from that of the GCSE and it is intended that it should consist of five elements:

- a record of attainment in all 10 core areas, together with a description of the tasks or experiences in which that achievement was recognized;
- a separate report of any achievement demonstrating exceptional standards; this presupposes the introduction

by the Joint Board of assessments within aspects of the core and vocational studies;

- a list of vocational studies modules successfully completed;
- a record of experiences and activities; and
- a list of additional studies undertaken.

Inevitably, the detail provided about the CPVE in this article is inadequate and the final proposals are still being worked out following consideration of the disappointingly small number of comments received on the consultative document issued in May 1984. Enough, however, has been said to indicate its most significant features, namely a curriculum framework capable of local realization but certificated to national standards, with assessment which can be used for diagnostic as well as reporting purposes, culminating in a profile or record of achievement.

The General Certificate of Secondary Education and the Certificate of Pre-Vocational Education could hardly be more different in terms of the curriculum models they reinforce, their organizational structures and their control mechanisms.

In view of the differences between the GCSE and the CPVE, it is not easy to see how connections between them can be developed, particularly when more and more students are staying on longer in full-time education after the age of 16 and where much more flexible and less age-related patterns of education, training and employment (and unemployment) will become the norm for increasing numbers. The only two elements in the Government's programme for curriculum and examination reform which appear to provide any kind of bridge between the two are Records of Achievement and the Technical and Vocational Education Initiative, and in both cases they fit more readily with the CPVE model than with the GCSE. Moreover, the CPVE also seems to have much greater potential for achieving the agenda suggested at the beginning of this article, than does the GCSE. Given therefore that this agenda is a reasonable one, and that there is a real need to develop a unified 14-19 curriculum for all, the CPVE would seem to merit very serious consideration and call in question the value of the GCSE for the majority of students aged 14-19.

Henry Macintosh is Secretary to the Southern Regional Examinations Board.

Girls win sex bias case

by Adriana Caudrey

An education authority and a primary school headteacher have admitted in court that three girls were made to remain in the same class for two years as a result of illegal sex discrimination. Bromley education authority, in outer London, has paid a total of £131 compensation to the trio, whose parents believe they have suffered academically and emotionally through repeating a year. Now the Equal Opportunities Commission has urged other education authorities to be on their guard.

Bromley maintains that this was a one-off incident and inconsistent with its general policy. Both the authority and Miss Pamela Smith, then headteacher of St George's Church of England Primary School, have apologized for their action, but claim it was carried out in the educational interests of the school.

The girls' parents brought the case to Bromley County Court, backed by the EOC, because they believed their daughters were discriminated against in being kept down a year. They had made repeated attempts to have the girls moved up, but these were rejected.

Michelle Louise Debell, Selmin Sevkert, and Michelle Karen Mei Lin Teh, were aged 10 when, two years ago, they and five female contemporaries were forced to repeat their third form, allegedly to avoid an imbalance of the sexes in the year above.

Mr Anthony Lester, QC, representing the girls, said in a written statement to the court: "The plaintiffs and the other five fourth year girls were not kept down for any reason connected with their aptitude, ability or individual qualities. They were kept down



Successful trio: Michelle Debell, Michelle Teh and Selmin Sevkert.

solely because of their sex."

They also say that by staying in class 9, together with a new intake of third year, the girls suffered a loss of status both in their own estimation and possibly in the estimation of their peers, as pupils who had been 'kept down'. By being educated in a class of predominantly third-year pupils they were deprived of the opportunity of studying the curriculum given to class 10 in association with their fourth year former classmates.

The authority and school readily admit that the girls were not kept down because of any lack of academic ability. Both have confessed to inadvertently contravening the Sex Discrimination Act 1975 through making their decision on sexual grounds.

Lawyers, acting for Bromley council, told the court: "Discrimination in any positive or calculated or malicious sense was never a factor in the decision... this is one of those unfortunate cases where a decision taken on apparently sound educational grounds

is with hindsight seen to be unlawful and in breach of the Act."

Bromley council first apologized for its action in an open letter last month. Previously it had denied it was at fault.

It has still not been proved whether or not the girls' performance in "selective tests" for secondary schools was damaged. Selmin Sevkert failed to get into Newstead Wood School at her first attempt. Instead her parents sent her to Bromley High School, where they had to pay fees.

After a successful appeal, Selmin was accepted at Newstead Wood and Bromley council has reimbursed the family £276 for the fees incurred in the interim. This payment was in addition to the £351 compensation paid to each girl.

The EOC has applauded the fact that both the education authority and Miss Smith admitted discrimination. "The Commission has always opposed the use of quotas and balancing on the grounds of sex. We hope other authorities will take notice of this case."

Biddy Passmore reports from the education conference of the Association of Metropolitan Authorities in Manchester

Parties agree pay talks were bungled

A verbal bouquet for Mrs Thatcher

Any recognition that the teachers' pay negotiations had been bungled this year and that a better deal was needed in 1985 to avoid further disruption emerged clearly from the conference.

Members passed almost unanimously a motion calling on the Government and Birmingham to take immediate steps to reopen and accelerate negotiations on salaries and conditions of work with the unions to provide a more satisfactory outcome next year.

Mr Tony Dismonts objected to the motion's implication that the Government was responsible for negotiating pay.

But Mr Mike Nicholls, chairman of Birmingham education committee, said: "The Government must give us the resources to strike a fair deal."

"If the management tries to strike too hard a bargain on matters close to the teachers' heart, like pay, it will lead to great difficulties. We need to get the basic level of teachers' salaries right."

Not the ticket

The conference expressed unanimous opposition to the Government's new system of travel grants for students. Conservative and Labour members voted for a motion deploring the Government's decision to change from a system based on individual claims to a flat-rate allowance.

There was less agreement over a motion moved by Tory-controlled Ealing, which called for a "selective" system of opportunities in higher education and urged the Government to provide the necessary resources to make it available.

Mr Neil Fletcher, who chairs the committee of the Inner London Education Authority, successfully moved an amendment strengthening the motion to expansion.

Mrs Thatcher was "a flower lost to education", the conference was told. This fulsome tribute came from Mr Tom Caulcott, chief executive of Birmingham and former secretary of the AMA.

"Mrs Thatcher was by any standards the most successful Education Secretary we have had because she defeated the Treasury," he said. "How we must wish we had a successful Education Secretary again."

Mr Caulcott, guest speaker at the conference, gave a review of the past 10 years of education under the title "Where have all the flowers gone?" He showed that, although the Government had not cut total public expenditure, spending on the education service had dropped dramatically over the

decade.

"As a proportion of public expenditure, spending on education has fallen from 15.1 per cent in 1973-74 to 11.1 per cent in 1983-84," he said. It had been outstripped by spending on defence and social security payments.

Mr Caulcott questioned local government's confused priorities, pointing out that most of education's "overspending" went on school meals and milk.

But saddest of all, he suggested, was the loss of esteem for education, particularly in the Labour Party. "There was no doubt in your minds 10 years ago," he said, "that education was a great and given good. Hasn't that most fundamental flower of all faded too?"

'Fight rate-cap' call

A resolution calling on local authorities to "resist and defeat" rate-capping was passed by 27 votes to 15.

"A law that makes criminals of honest men should be broken at all times and we should be proud to do so," Mr Dominic Brady, Liverpool's defiant education chairman said.

In the more moderate words of Mr Mike Bower, chairman of Sheffield (and proposer of the motion): "The question Sheffield faces over the next year is whether we obey the Rates Act or the 1944 Education Act. If we are forced by Government action to choose, we are far more likely to maintain our policies under the 1944 Act."

A resolution deploring education cuts, moved by the Inner London Education Authority, was passed by a similar margin. (The authority's ruling Labour group voted this week to challenge the Government over its budget for next year.)

But it failed to win the support of Conservative members, who like

Grant application badly handled by council

by Jane Pickard

Solihull Council has been found guilty of maladministration over its treatment of a couple who applied for a grant to help their daughter become a ballet dancer.

A report from the ombudsman has criticized the council's handling of the parents' application for money to towards the cost of boarding the 10-year-old at a dance school.

The most serious failing, the report says, was that the same panel heard the parental appeal against the grant rejection as had decided on the original application.

And it was made difficult for the parents to formulate their arguments on appeal because the director of education refused to tell them why their application had been turned down.

The ombudsman commented: "I consider that when an applicant specifically asks for reasons, they should be given them. Mr and Mrs A (the parents) did so ask and I consider that the council's intransigence on this point amounts to an administrative fault."

He also expressed concern about the

circumstances surrounding an audition which the girl did before council specialists to be assessed for "exceptional talent" - the main condition for the grant.

One of this team made comments which raised the parents' hopes. This was a departure from normal practice and had led to "misunderstanding and confusion". The subsequent report to the panel did not give sufficient guidance to members about the relative quality of the girl's talent.

A further report dictated two weeks after the audition conveyed a different flavour from the first and must have contributed to the panel's decision not to award a grant.

The council has been ordered to apologize to the parents and to set up a new panel to review the case in the light of the ombudsman's investigation. It has also been told to review its administration practice to avoid further complaints.

Mr Gordon Roberts, chairman of the education committee, said he had only just received the report and had not had time to talk about it with colleagues.

Junior book prize withheld

This year's TES Junior Information Book Award is to be withheld, it was announced yesterday. The judges, Gerald Haigh, Martin Glastonbury and Mary Jane Drummond - said none of the books entered by publishers was of a high enough standard to merit an award.

In *Deutschland*, by Rod Nash, and published by Nelson and Canned at £3.25, has won the Senior Information Book Award, which was judged by David Self, Geoff Fox

and Patrick Kyria. At a ceremony yesterday at St John's Gate in Clerkenwell, London, Mr Nash was presented with a £150 cheque by Mr Stuart MacLure, the Editor of *The TES*.

The TES awards were open to any non-fiction books published in Britain or the Commonwealth between September 1, 1983 and August 31, 1984.

● Judges' reports - Pages 23-24.

English papers re-marked

The Joint Matriculation Board is re-marking all the O level English language papers of this summer's candidates from at least five Northamptonshire schools, after finding considerable discrepancies in the original marking of papers from Merchant Taylors' School, Crosby.

A routine review of the papers by senior examiners failed to show that

the original marks were out of line. The aberrations were first discovered when Mr David Johnston-Jones, the headmaster of Merchant Taylors', requested that his pupils' papers be re-marked.

So far 11 Merchant Taylors' candidates have been awarded higher grades after the re-marking, eight moving up to the C grade.

a new look at NUCLEAR ENERGY

A set of 12 A1 size colour posters, 'Looking at Nuclear Energy', is now available from the UK Atomic Energy Authority.

The posters graphically illustrate the main topics associated with nuclear energy, including its development and scientific basis, the types of reactors used in the UK, nuclear waste, safety, nuclear fusion, new energy sources, and the role of nuclear power in meeting present and future energy needs.

Schools and other educational institutions who wish to obtain an inspection set of the posters and/or information on other UKAEA educational materials and services should use the reply slip below. The UK price of the posters is £250 plus VAT and postage.

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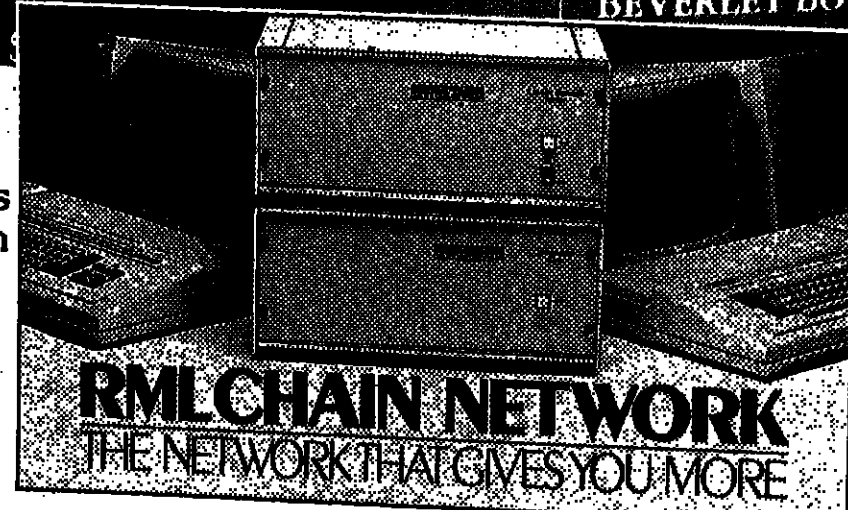
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Reward best teachers with fellowships - ILEA chief

by Richard Garner



Bill Stubbs

A way of rewarding classroom teachers without linking their performance to salaries was proposed this week by the man at the helm of the largest education authority in England and Wales.

Mr Bill Stubbs, Education Officer for the Inner London Education Authority, who has been closely involved in the talks on restructuring, said teachers should be rewarded by fellowships which could give them study leave, allow them to observe other schools and give them a programme of travel.

On Wednesday night at the Howard League on Penal Reform, he outlined his plans for a national scheme of three year teacher fellowships awarded to teachers of outstanding quality.

"The criteria for these fellowships would be determined nationally, perhaps by the Secretary of State, on advice of a national committee composed of outstanding members of the profession," he said.

"It would be for regional committees composed of members of the profession to examine the cases for each teacher submitted... and they would no doubt wish to have regard to any assessment scheme operating in the local education authority and to the observations of the local advisors or inspectors. They would probably also wish to supplement this by visits to the classroom of each teacher."

He went on: "It would perhaps be possible for two or more teachers to be nominated for such fellowships on the basis of outstanding work they have performed as a team."

Mr Stubbs said his plan would give a teacher public recognition of performance and one term leave of absence to pursue professional development.

"Responsibilities would fall on fellowship holders to contribute to the authority's in-service training pro-

gramme for other teachers and perhaps be associated with a nearby institute or department of education or college.

"Recognizing these additional responsibilities and costs, the teacher would be entitled to a bursary for each of the three years."

He said the scheme should be based on criteria rather than an arithmetical norm, but indicated he would not expect the number of fellowships to be in excess of one per cent of the profession.

He said it would succeed because it did not "set teacher against teacher in a competition for money" and was not an award for life. The system of assessment would be in the hands of experienced practitioners who would include former HMI, successful headteachers and classroom teachers.

"Because it is not directly linked with pay it would not require the extensive assessment and appeals machinery which a merit pay scheme would require," he said.

"It separates recognition of outstanding teacher quality from the issue of the pay for the majority. There is a risk that otherwise the issue may become complicated and the proper claim of all teachers for adequate pay will become lost in a debate about extra pay for a few."

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, gave a "qualified welcome" to the speech.

Union asks for talks on appraisal plan

Leaders of the National Union of Teachers are asking Sir Keith Joseph, the Education Secretary, to discuss his controversial plan to initiate teacher appraisal schemes.

Mr Doug McAvoy, deputy general secretary of the union, has written to Sir Keith stressing the NUT "believes there is a place for appraisal of teachers when it is used for the purpose of professional development" or giving them support to make them more effective.

However, he added, the union was opposed to a national scheme along the lines Sir Keith has outlined.

The TES revealed last week that the

Government is considering legislation next year requiring the regular assessment of all state school teachers if voluntary agreement on a scheme is not reached in the salary structure talks between the unions and local authorities.

Mr Michael Marland, head of the North Westminster community school, said unions and professional associations should not reject the development of teacher evaluation and appraisal but see it as a tool for in-school planning and career development.

At the British Educational Management and Administration Society's William Walker lecture last Thursday,

he said teachers had to recognize that one of the prices to be paid for the autonomy of British schools is the need for in-school evaluation. Staff appraisal is a necessary component of autonomy.

Such appraisal, he said, is vital, practical and comparatively simple. He acknowledged that Sir Keith Joseph had limited time for appraisal to remuneration at "a very unfortunate time". The teaching profession was unhappy about salary levels, conditions of service, resources and the lack of career prospects. Also appraisal had still to become an established tool of school leadership.

Three-sided attack on DES curriculum paper

by Susannah Kirkman

The Government's plans for curriculum reform have come under attack from the Schools Curriculum Development Committee and two professional organizations as well as from history teachers.

The SCDC, which is 50 per cent Government-funded, has criticized the Department of Education and Science's recent document on the organization and content of the 5 to 16 curriculum for seeing the curriculum in terms of subjects rather than as areas of experience.

As a result, "a set of problems remain largely unaddressed," commented Mr Keith Williams, chief executive of the SCDC. "For example, what are subjects for, how do they relate to the whole curriculum and what styles of teaching are required to deliver them effectively?"

The National Association of Inspection and Educational Advisors has also condemned the discussion paper for concentrating exclusively on subject matter. The inspectors' Red Books, the 11 to 16 curriculum, which include eight "areas of experience" in the curriculum, are far more relevant to the NAEA.

As for the suggestion that extra homework should be used to broaden the curriculum, it says that it assumes

children have the family support and the facilities they need to study at home. But in many cases, the i.e.s. would have to provide space and supervision to carry out the policy, which many would not have the resources to do.

The SCDC has also given a warning of the threat to aesthetic education under the new-style curriculum. Professor Roger Blin-Stoyle, chairman of the committee, has singled out music as particularly vulnerable.

And the Secondary Heads' Association has accused the Government of "studiously understating" the value of aesthetic subjects.

The SCDC and the SHA are concerned about the position of religious education, too. The Government has made it plain that RE still has a place in the curriculum, but the SCDC doubts whether it is being taught to all secondary pupils, and the SHA would welcome debate on the issue.

Meanwhile, history teachers have complained that the paper gives low priority to the humanities, and particularly to history. By the 1990s, it is likely that less than 50 per cent of pupils over 14 will be studying history, according to Dr Martin Booth, a lecturer in history and education at Cambridge University.

Inspectorate lists Welsh objectives

An HMI curriculum paper on learning Welsh stresses the importance of practical language skills which can be applied in many different contexts.

Aims and objectives of teaching and learning Welsh for 5 to 16 year old pupils, the latest in HMI's "Curriculum Matters" series, gives a detailed list of the objectives of Welsh teaching, together with suggested activities to achieve the aims.

To develop reading skills, for instance, pupils should learn to discuss nuance, form and style by discussing different newspapers or magazines.

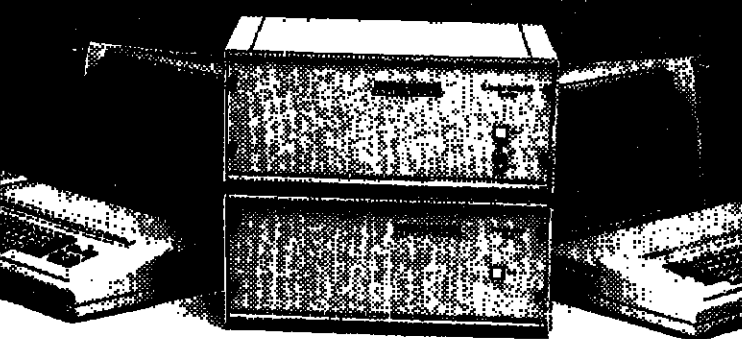
And to learn how to listen, pupils should practise gathering information from telephone conversations or noting specific information from a radio broadcast, such as a test score.

But the Chief Inspector, Mr Iltyd R. Lloyd, says that the objectives are in no way prescriptive.

Responses should be addressed to: The Chief Inspector, Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ, by January 31, 1985.

Aims and objectives of teaching and learning Welsh for 5 to 16 year old pupils is available from Adran Ffys-bwyddol, Information Division, Crown Building, Cathays Park, Cardiff CF1 3NQ.

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PRIMARY

A Bristol University research project that has upset entrenched theories about children's language development is encouraging primary teachers who believe in "progressive" and child-centred methods.

This week the project's director, Dr Gordon Wells, who now works in Canada, was in England spreading the news to teachers in London and Northamptonshire.

The research followed a carefully chosen sample of Bristol children from 15 months to the age of 10. It looked at their pre-school language development and subsequent educational careers.

The children were "bugged" with radio microphones, that recorded random samples of their conversations at home and at school. Their language development and progress at school was also more formally assessed. Three different books about aspects of the research are due to be published next year.

One important finding was that there were no significant social class differences in children's general language development. Children went through the same stages of language learning at very different rates. But the difference between the faster and slower children was tied to the quality of their talk with adults – not the nature of their family background.

Virtually all the children were competent conversationalists by the age of five, and well able to understand the language used by teachers. What some of them did find difficult was teachers' conversational style.

Transcripts from the recordings show many of the mothers sensitively responding to the children's interests, expanding their contributions and feeding in relevant ideas and information.

The children's conversations with teachers were often very different – with the teacher pursuing a pre-set agenda, and rarely responding seriously to the children's interests and contributions. "All teachers who have heard recordings of themselves in the classroom have been horrified," says Dr Wells.

And he suggests that one of the most productive things teachers have found they can do if they want to respond more sensitively to children is to record chunks of talk through a school day, then go through the recording working out how well they achieved their aims – such as whether at times they might have done better to listen rather than talk, or to ask instead of

Gordon Wells talks to Virginia Makins about his research which concludes that conversation with adults is the key to a child's language development.

Stories rather more than social class

telling. "What helps children to learn is simply to be a courteous conversationalist" – he says. "With young children you may have to keep checking that you've understood what they are trying to tell you."

"That's very different from correcting a child – though it may look similar. It's treating the child as someone whose thoughts matter, as an equal conversational partner."

Dr Wells insists that his research does not support any notion that children are better off at home than at school. "Though homes can provide a richer experience, very few can provide the range of experiences children



Gordon Wells... family background not a factor

meet at school, or the chances for children to collaborate with their peers," he says. And he's well aware of the "unreasonable constraints" many teachers work under.

The research did find one vital social class difference in its children. The one variable that was found to be closely linked with children's progress to school – and was also significantly linked with family background – was five-year-olds' familiarity with books.

"All children who are not handicapped learn how language is used in social conversation by the age of five," says Dr Wells. "But some discover that language has a much greater potential, they understand how language can

reach beyond the here and now.

"They meet this most clearly in books and stories, which help them learn to ignore the immediate context and let words take them into an imaginary world."

"And using words to create hypothetical worlds is precisely what schools are about – they are trying to help children to handle knowledge through the symbolic medium of language."

"Our study had working class children whose command of language was advanced and superb, but who lacked the ability to handle ideas using the symbolic potential of language. Teachers often expect children to

work in the medium of symbolic language. They find working class children can't do it. But then they modify the curriculum to give them compensatory oral experiences – and they don't need. What they need is stories."

"I'm getting very excited about the power of stories. Our natural response to an abstract idea is to find concrete anecdote – or story – to make it concrete. Stories are the bridge to abstraction."

He suggests that schools might encourage children's language development by building on the good results of sending reading books home, and also sending home stories which parents can read to their children.

Dr Wells moved this year from Bristol to the Ontario Institute for Studies in Education and is about to embark on a new research project looking at children from three different language backgrounds in Toronto – English and two others, possibly Chinese and Greek.

The research team will work closely with teachers in four schools, feeding back their results as they go along and hoping to help them think about how the normal curriculum draws on, suppresses, the children's linguistic resources.

They will also observe younger children at home. Again they will pass on to parents what they find about language development while also trying to help them introduce children to books and stories.

Then they will follow the pre-school group into the four schools where parents have moved – into schools that have not worked with the project. "The great question is, will collaboration with parents and teachers have an effect, and will we see an improvement as the children work through the system," he says.

"I don't believe in training teachers – that you can give them bits of skills," says Gordon Wells. "There are already too many pressures that oppress individual teachers' competence to construct their own theories, and make their own decisions about how they teach."

"What I do advocate is that children should be given more experience of asking questions and finding answers. They should be allowed to work in ways that gives a real purpose to reading and writing and talking and listening, and to take responsibility for ways they never can if they're constantly controlled."

After Peter Gilmour was defeated there were fears among the Labour group and among ethnic minorities that Bradford's "high profile" policy would rapidly be reversed.

This feeling was reinforced when it became known that Mike Whittaker – as official in the authority's policy unit chosen by Peter Gilmour to implement the policy in the education – department had been sent off on two years' secondment to the Home Office.

Some education officers, headteachers, and especially some Tory councillors, were jubilant when Gilmour lost his seat. Both his appearance and manner – that of a youthful, intelligent, articulate agent turned local producer – put their backs up.

The Tory councillor revealed his own cynicism by accusing him of "currying favour with the off-white community" and several key Conservative Party members in his ward, Keighley, refused to work for him in the election. He had gone too far and too fast for them.

Education officers also resented his "warrior style of management", as one described it. Gilmour and Whittaker tried to set up an alternative administration, the chief education officer, Richard Knight, complained.

Gilmour defended his style of work, saying it was the only way to defeat the system as officers would only tell him what they wanted him to know and nothing more.

Diane Spencer reports on how Bradford's multicultural schooling policy has been affected by the election defeat of Tory education chairman, Peter Gilmour.

The man who went too far, too fast

Bradford's controversial race relations policy is now in a period of consolidation, according to the new Conservative education committee chairman, Eric Pickles.

He denies that the council is backing away from the defeat of the former Conservative chairman, Peter Gilmour, in the May elections.

"I plotted the policy through our group and there is no return. It would be worse for us if we decided to ditch it," he said, adding that the race relations package was designed as a 15-year programme.

"We are not engaged in social engineering nor in a political crusade. We are going about it in a typical, rational, boring northern way."

The city's multi-cultural education policy is still being developed but the council has already stipulated that: 1) all staff should be provided twice a week in selected schools;

2) heads must adapt assemblies to suit different religious and allow parents to withdraw their children;

3) pupils may wear traditional dress instead of uniforms; and Muslim girls should be allowed to take separate PE and swimming lessons once they reach puberty; and

4) key education staff, including heads, must take race awareness courses.

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Does science teaching adequately convey the Muslim concept of the unity of natural knowledge as reflecting the oneness of God?

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Over the years, Christians had come accustomed to religious claims to have their children nurtured in the faith in state schools. Muslims were proving that Christians had been mistaken. They had shown that firm, united and articulate demands could roll back the tide of secularism.



"But we made the mistake of thinking that explanations for our policy would be passed on down the line," he admitted. "We were wrong. Teachers, headteachers and junior officers had not been told why we were making changes and consequently became hostile to us."

Gilmour and Knight also clashed over the Raymond Honeyford affair. Gilmour wanted to "buy off" Ray Honeyford, head of Drummond Middle School, last winter – well before his controversial article appeared in the right-wing *Salisbury Review*. Gilmour thought Honeyford had used his position to make what he, Gilmour, considered to be offensive remarks about the Asian community in newspapers including *The TES*.

Eric Pickles is already seen by the director of education in a more favourable light. He is using the existing departmental structures, he is not alienating his own party and has a good reputation among the Asian community as a founder member of the Race Relations Advisory Committee.

Sher Azam, chairman of the powerful council of mosques, said Eric Pickles was no less committed than Gilmour, although the former chairman's departure had slowed down reform.

Carlton Duncan, Bradford's only black secondary headmaster, was equally confident. "I've perceived no change of policy other than things being on a lower key. The present chairman is less media-conscious than the last."

Eric Pickles has a good track record – as chairman of the Race Relations Advisory Committee he persuaded his party to take up race relations as a major issue and he was a successful chairman of the social services committee. But he isn't able to devote the same amount of time to the job as Peter Gilmour. "And I don't have Peter's encyclopaedic knowledge of education," he said.

John Lambert, Labour's spokesman on education, conceded he was a little disappointed in Eric Pickles' performance so far. It was more low key than he expected. And he wondered if Pickles was marking time before the 1986 election, when he thought Labour stood a good chance of winning.

Other observers discounted this opinion as wishful thinking. It is thought that Eric Pickles aspires to higher office and is anxious to make an impact in his present job. After all, the Conservative Party nationally is keeping a close eye on Bradford.

Gilmour's defeat must be seen in the context of the power struggle to gain overall control of the council as well as in the internecine warfare of the Keighley ward.

Apart from his unpopularity among local ward Tories and the education office, Gilmour was electorally badly placed. His seat was marginal and the Labour Party had earmarked his ward as a target area even though it supported his ideas.

The white backlash theory does not wash, according to both John Lambert and Richard Knight. They said that they had both improved their majorities despite being outspokenly in favour of a high profile race relations policy.

Gilmour's last 18 months in office were punctuated by a series of crises: the debate over separate schools for Muslims and the two remaining single sex schools, controversy over the instruction to serve halal meat in schools, protests by headteachers over race awareness courses and the long simmering row with Ray Honeyford. By the time the election came Gilmour had, to some close observers, the air of a man already defeated.

NEWS

Critic of race relations lobby rejects early retirement deal

Head offered cash to go

Mr Ray Honeyford, the Bradford headmaster at the centre of a race relations row, has rejected an early retirement offer to quit his school.

Mr Honeyford aged 51 turned down the offer given by Tory-controlled Bradford Council to leave his post at Drummond Middle School in exchange for a lump sum plus fixed amounts over several years which could amount to £100,000.

He received national attention back in March for an article he wrote in *The Salisbury Review*, a small-circulation right-wing quarterly, which alleged that the race relations lobby was responsible for a climate of intolerance. He also claimed that many pupils of West Indian origin came from broken homes.

Schools with high proportions of children for whom English was a second language were affecting the learning of white indigenous youngsters, "the true minority", he said.

Last month, parents of 238 children at the school informed the L.E.A. that they would be pressing for transfers if Mr Honeyford was not removed. Ninety per cent of the pupils are of Asian origin.

The cash offer and a council resolution giving him six months to win the confidence of parents have sparked a political row in Bradford, which has followed a policy emphasizing the benefits of multi-racial education.

The Labour group's race spokesman, Mr Barry Thorne, said: "The council should not have to pay off anyone who is not happy with the council's policies. The honest thing to do with the whole Honeyford affair would have been to have removed him from the school."

"The Tory resolution was a fudge. It avoided the issue. It is a slow form of death." Mr Honeyford should have been told quite clearly by the school's education subcommittee that he has not carried out policies.

Mr Thorne added: "Instead of saying he had done wrong, they went for the option of making life impossible for him."

Mr David Hart, general secretary of the National Association of Head Teachers, condemned the attempt to get rid of Mr Honeyford through early retirement. *Bari Lodge reports*. "It's an easy option for an authority. But it's ducking out of the main issue."

Mr Hart said: "Any agreement to go early on negotiated terms would not be in accordance with the wishes of my association. On the other hand, Mr Honeyford may decide it's the best option and we have to respect the wishes of our member."



Ray Honeyford



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NEWS

Union's views on RE 'confused'

by Bert Lodge

The National Union of Teachers' proposals on how to accommodate Muslim demands on the state school system are confused and incoherent, says the Association of Christian Teachers.

The association welcomes the union's concern over the growing demand from Muslim parents to have their own voluntary aided schools. But the union's recommendations for changes in religious education – in a recent discussion paper, *Religious education in a multi-faith society* – demonstrate an ignorance of the subject and do nothing to solve the problem, says the ACT.

"The Christian Education Movement last month described the document, produced by the NUT working party on multi-ethnic education, as 'the crassest piece of work you could

imagine." Correspondence in *The Times* has been sharply critical of the union for not appearing to appreciate how much religious education has changed in schools since it was prescribed in the 1944 Act.

The Christian teachers' main criticism of the union is that it recommends a nurturing of Islam in schools in one breath and then goes on to commend a modern approach to RE, which discourages this.

"There is no reason why schools could not meet the reasonable demands of Muslim parents for fostering their children's faith within the present arrangements of the maintained system," the NUT says. Yet two pages later, in an argument for amending the 1944 Act, the union's document says "the responsibility for religious in-

struction in particular faiths lies with the churches and the parents and this should take place outside school."

The ACT remarks: "Muslim parents, as well as others, will want to know how schools will foster children's faith without instructing them in it."

Mr Richard Wilkins, general secretary of the ACT, said this week: "Most areas of the curriculum are still far behind religious education when it comes to responding to the demands of a multicultural society."

"For instance, in English how far do the modern novels studied enhance the Muslim traditional respect for the father, the awareness of spiritual values, the abhorrence of alcohol and fire? Do history and peace studies take account of the holy war (Jihad)? Are social studies and health education sympathetic to arranged mar-

riages? Does science teaching adequately convey the Muslim concept of the unity of natural knowledge as reflecting the oneness of God?"

All these subjects had barely been touched when the NUT's "multicultural" demand, that schools should make the threat of Muslim hijab to their own schools was to make the hijab a reality.

Over the years, Christians had come accustomed to religious claims to have their children nurtured in the faith in state schools. Muslims were proving that Christians had been mistaken. They had shown that firm, united and articulate demands could roll back the tide of secularism.

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Peter Gilmour

City chiefs join counties in accepting short-term deal over funding by MSC

NAFE fight: round one to Government

by Biddy Passmore and Mark Jackson

The Government has won the initial battle to gain central control over the pattern of work-related education in the colleges.

The Association of Metropolitan Authorities has accepted that a quarter of its courses will have to be funded by the Manpower Services Commission next year.

Under a deal already agreed by the Association of County Councils, each local authority will for 1985-86 get back the money which the Government is deducting from its rate support grant and handing over to the Commission. The only condition which the MSC will impose is that it is spent on work-related courses.

AMA leaders, who have been vowing all year they would block the Government's plan, are saying that this is only a temporary deal and that they are not committed to accepting MSC funding in subsequent years.

They are claiming that the Government has actually been forced to retreat for the moment from its attempt to get the MSC to dictate the shape of college provision, since the authorities will retain control over how they spend the money.

But the ACC sees the fact that the authorities have been forced to accept an arrangement which only holds good for one year as a serious weakening of its bargaining position.

The Government, it says, has always been prepared to let the present pattern of courses continue undisturbed for the first year as long as it can get the principle of MSC control over funding established.

Last summer the ACC turned down a similar deal offered by Lord Young, the then MSC chairman, because, in addition to attaching some strings, he would only agree to it covering the first year. It feared that once the authorities had agreed to cooperate in the new funding arrangement it would be impossible for them to resist any attempt by the Commission to tighten the screws in later years.

The ACC has reluctantly agreed to the present arrangement because it believes it is now the best bargain that can be struck.

It is pinning its hopes on the proposals put forward by Mr Bryan Nicholson, the Commission's new chairman, for a review group to work out how the Commission's officials can be brought into the planning process without introducing a new element of bureaucratic intervention and rivalry in college affairs.

ACC leaders are heartened by the idea that the local authorities and the Commission will be equal partners in the review. But they hope that the DES will join the group to strengthen the education service representation.

The association's officials see little for local authorities to worry about in the requirement for them to prove that they have spent all the money allocated through the MSC on work-related courses. They point out that it is only a quarter of the total that the authorities are supposed to spend on such courses. Even those which divert some of the money to other activities do not do so on a scale which would bring them into difficulties with the MSC.

The more sanguine of the ACC leaders hope that the authorities may in the end gain from the Commission's closer involvement in further education. They believe it will become apparent that the colleges need more money and that the Commission will decide to provide extra funds from its own budget.

But overshadowing all these hopes is the knowledge that after all the attempts to head off the Government from its chosen course—in which for a long time both the ACC Tory majority and the AMA's small Tory group fought alongside the Labour cities—the local government education service has accepted the actuality of MSC funding and will have to concede a share in the control of the courses it finances.

If the local authority politicians are taking a less apocalyptic view of what this will do to their services it is not so much because of the proposed consultation procedures, but because they are disposed to trust the MSC's new chairman more than they did his predecessor.

Mrs Nicole Harrison, who chairs the AMA's education committee, told the metropolitan i.e.s. in Manchester last week: "If we are very careful, if we are very clever, and if the new chairman of MSC is the honourable man he seems to be, then we may have a way out of the terrible shambles which ministers very nearly caused with their White Paper."

But her committee reiterated its "total opposition" to the Government's plan and insisted that it would want to see the details of the proposed joint review group before agreeing to take part.



Cheque out... money for 43 apprenticeships was handed to representatives of 29 businesses run by members of the minorities at this ceremony in County Hall, London, this week. According to the Greater London Council, which provided the cash, the object is to "join ethnic minority businesses, normally excluded from training schemes because of their small size, with young people often excluded from apprenticeships because of their race". Thirteen trades and professions are currently the scheme, which placed 17 trainees in 12 businesses when it started last year.

Pay for hi-tech courses, say big engineering firms

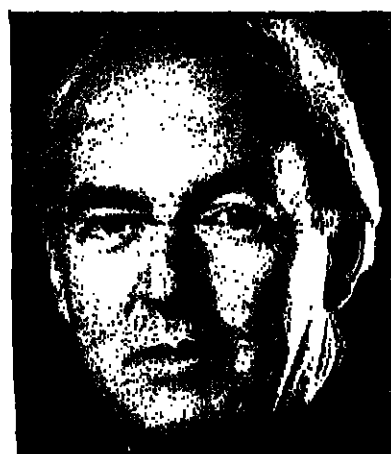
Big engineering employers want the Government to pay for training their staff in advanced technology. But the smaller employers are prepared to foot the bill themselves if somebody shows them how to do the training.

These attitudes were reported yesterday to the Engineering Industrial Training Board by management consultants who are advising the board on the shape of its future operations. They are based on a postal survey of some 2,000 companies and interviews with others. The big employers want the board to concentrate on trying to get them money. The small firms are asking it to provide advice and training experts.

The call for Government cash contrasted sharply with the support given by employer organizations to the Government's new approach to training, which seeks to place the financial responsibility firmly on the employers or on the individual being trained.

And some of the companies now trying to enlist the help of the board to get the cash are firms which have until recently been campaigning to get the board abolished.

The board's chairman, Sir Richard O'Brien, this week signalled his confidence that the attempt to get rid of it had finally failed by announcing the appointment of a new director. The job had been left unfilled for nearly a year.



William Friggens

Mr William Friggens, from Pratt Engineering, will take the job in January. A 58-year-old chartered engineer, he trained as a graduate apprentice with English Electric and has since held senior management posts in a succession of big engineering companies. He is a member of the British Institute of Management and of the Institute of Directors.

Among the tasks confronting the new director is speeding the switch from traditional craft training in mechanical engineering to technician training, particularly in electronics.

much of the criticism of the board has been because it was thought to be reacting too slowly to this need.

At the same time he will have to build working links with the Engineering Council—still, after nearly three years of existence, not yet a first meeting with the board's chief.

And Mr Friggens will have to bridge the continuing differences between the board and the Manpower Services Commission over the way the Youth Training Scheme should be run in the engineering industry. The former director insisted that it should be largely in colleges or elsewhere off-the-job, and that it should concentrate on engineering skills rather than the work experience the MSC considered the heart of the programme.

Although Sir Richard O'Brien was responsible for floating the original YTS concept when he was the MSC chairman, the board is continuing to run the YTS in its own way. And it has been encouraged by increasing evidence, including the views of the inspectors, that the most successful schemes throughout the YTS are those which, like its own, provide "off-the-job" training.

Mr Geoffrey Marshall, the board's acting chief executive, said that a compromise would probably be reached with the Commission for next year, with half the training on the job and the other half off it.

Bank loans for training proposed

Government-backed loans to enable people to pay for their own training courses are proposed in a consultative paper from the Employment Secretary this week.

The idea is that trainees should borrow the money they need from banks and repay it, together with the full interest, out of the extra money they earn with their improved qualifications.

The Government is ready to put £25m into a pilot scheme next year. The money would be handed over to selected banks to lend to applicants whom they judge to be "a sound commercial proposition."

With a matching amount of capital from the banks themselves, the Government thinks this would provide around 10,000 loans.

The applicants will have to be over 21 and planning to take a vocational course full or part-time (distance learning will qualify), at a college. They will also have to put down a fifth

of the cost themselves and convince their bank managers that as a result they will be able to pay back the loan with interest (at the going personal loan rate). The Government itself will get to get its own money back, with interest, from the bank.

The money will not be available for a course at an institution of higher education if there is a student grant available, or for its part-time equivalent.

"The scheme is intended for those who arrange their own training in the firm expectation that it will improve their prospects, including their earnings. This should be regarded by them, as well as by the lender, as an investment in the same way as if they were buying premises," says the consultative paper.

The announcement is expected to arouse considerable anger in trade union circles and among educational bodies; and it may force the TUC to withdraw its support from the whole

MSC adult training strategy. The TUC representatives on the Manpower Services Commission said they were not prepared to accept the idea of training loans when, last year, they agreed to support the rest of the strategy. Since then they have been under increasing pressure from within their own organization and local education authorities to declare they can support the policy because of the way the Government is implementing it.

Mr Gordon Cunningham, the Association of County Councils' education secretary, said this week: "We welcome anything that appears to facilitate more vocational education. But it would seem odd that, while a vocational course may attract a grant, a loan would only qualify for a loan."

Edited by Mark Jackson

Reagan landslide promises more cuts

UNITED STATES
Deborah Kasoff on the implications for education of the presidential election result

Mr Ronald Reagan's landslide victory in last week's presidential election gave him a broad mandate to continue with the education policies of the past four years—more decentralization and cuts in Federal programmes.

His attempts to control a rising budget deficit by slashing spending met with some success during his first year in office, working with a Congress willing to compromise during the traditional honeymoon period of a newly-elected President enjoys.

Within months of going to the White House, Mr Reagan asked that \$1.2 billion be cut from the Education Department's 1981 \$14.7 billion budget, and 1982 spending be trimmed to \$12.3 billion.

Those cuts included a 25 per cent reduction in programmes for disadvantaged students, education for the

handicapped and vocational, adult and bilingual courses. Despite an initial outcry, Congress agreed to meet him halfway.

In its final form, the 1981 budget brought cuts of \$600m and Congress demanded that its education committees save on their social programmes.

The President continued to wield the axe, but the gap between the Administration's budget requests and Congressional appropriations widened.

In 1983, Mr Reagan asked that spending be lowered to \$9.9 billion, but Congress responded with a \$15.4 billion budget. His request for a \$13.1 billion fiscal budget for 1984 resulted in a final Congressional appropriation of \$15.4 billion.

A cost-cutting victory in his first year of office involved efforts to implement a block-grant programme in which Federal education funds would be given to state and local districts to allocate as they saw fit.

February 1981 saw the Administration announcing a plan to transform 50 elementary and secondary education programmes into two loosely regulated block grants, which would re-

ceive 20 per cent less funding. Although Congress jibbed at merging handicapped and compensatory education programmes, the Education Consolidation and Improvement Act which finally emerged was passed with Government approval.

The Reagan philosophy of less Federal control and a return to more "traditional" classroom values focused on efforts to abolish the Department of Education, implement tuition tax credits for parents with children at private schools, and passage of a constitutional amendment permitting vocal prayer in schools.

The President took office intent to fulfill his campaign promise to abolish the newly-formed department, which had become a symbol to conservatives of strong centralized "interference."

However, because of strong Congressional resistance, the proposal died quietly in the spring of 1983 when the White House announced it would no longer be a top priority because of "legislative realities."

Mr Reagan argued that tuition tax credits and vouchers would expand parental choice and stimulate healthy competition between public and private schools, which in turn would

spark improvements in both sectors. But despite the Administration's repeated attempts to secure the programme the legislation was defeated by the Senate last year.

Moves to reintroduce school prayers met more success. In 1982, the President called for a Constitutional amendment permitting vocal prayer in schools and, although the measure was defeated in the Senate, the House of Representatives voted to permit silent prayer in schools.

The Supreme Court is to rule on this issue before the end of the year. Congress recently passed a measure ensuring equal access to high school facilities for religious clubs and permitting tax relief for parents who send their children to parochial schools.

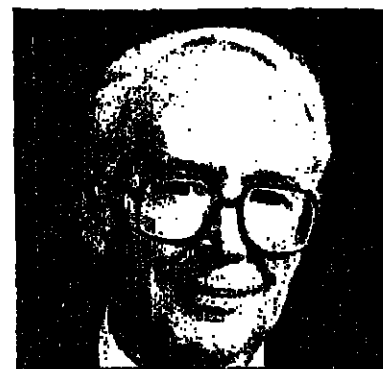
Perhaps the least controversial and longest-lasting achievement of the Reagan Administration was the education reform movement that was sparked by the Department of Education report, *A Nation at Risk*.

Published last year, it resulted from an inquiry into the quality of education in secondary schools. It called for longer school days and years, tougher high school graduation requirements, more foreign language courses, up-graded textbooks, firm and fair discipline, and stricter advancement schedules and higher salaries for teachers.

Critics reviewing the President's record in his first term say his support of education involves more rhetoric than substance. They claim the real dollar amount of Federal spending for education has decreased, and that the block-grant programme has shifted funding away from inner-city schools, where it is most needed.

They also allege Presidential bias towards private schools, and maintain his efforts on behalf of school prayer do not match his stated belief in lessening Federal involvement in education.

However, the critics are consoled that President Reagan's landslide did not result in conservative Republican control of Congress, and they hope it will have the same restraining role it showed during his first term.



Bell to go

The US Education Secretary, Mr Terrell Bell (above), resigns on December 31, becoming the first cabinet member to quit since President Reagan's overwhelming mandate for a second term in the White House.

Mr Bell, who has held the education portfolio since 1981, plans to return to his home state for a professorship in the education department of the University of Utah.

He came to Washington when the President was vowing to abolish the Department of Education. Mr Bell is credited with both saving the department and then strengthening it during his period in office.

He set up a National Commission on Excellence in Education to examine the quality of secondary schools, and its highly-critical report led to a wide-spread education reform movement.

Mr Bell spent much of his incumbency fighting attempts at cuts, engineered by the Office of Management and Budget. His director, Mr David Stockman, has vowed to continue those efforts during President Reagan's second term.

The names of possible successors already circulating in Washington, include Mr John Silber, president of Boston University, and William Bennett, director of the National Endowment for the Humanities.

Mr Bell's departure is expected to result in a scramble for the position by conservatives who become increasingly dissatisfied with his performance in office.

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Scholar on trial for 'insulting monarchy'

THAILAND

The trial in Bangkok of a well-known Buddhist scholar and historian accused of insulting the King of Thailand and one of the country's most revered Buddhist monks by a royal decree, has begun.

Two judges accepted a prosecution request for a secret trial for Mr Sulak Sivaraksa, 51, and a teacher and a writer, who are similarly charged. They refused to listen to defence arguments

and said a closed court would prevent misunderstanding among the public. It convicted, he could face up to 15 years in prison.

Mr Sulak is engaged on a United Nations university project, and its leaders had expressed concern about his trial.

At least 60 witnesses are expected to appear. Lawyers say the trial may last for months.

Mr Sulak faces six separate charges of committing offences against the three kings. He is accused of dishonouring the present monarch by suggesting

in his writing and in interviews that a former military dictator, Field-Marshal Sarit Thanarat, had used the king as "an instrument", a continuing trend, said Mr Sulak, which was destroying the monarchy.

Mr Sulak is alleged to have said that King Chulalongkorn, who came to the throne in 1868, established a famous public school in Bangkok. Viceroy, on English lines including what Mr Sulak called "the homosexual system".

Neil Kelly

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High in the regard of young Australians... Paul Hogan, comedian, and Bob Hawke, Prime Minister.



Employment major worry for young

AUSTRALIA

Lula Garcia reports the findings of a major Government survey

The majority of young Australians are fairly conservative, follow traditional education and career paths, and have one overriding concern about their future: finding a job. These are the main findings of a recently completed national study of the attitudes, concerns and interests of young Australians commissioned by the Federal Government.

The study, which surveyed 2,000 people aged 15 to 24, is the first major survey of youth attitudes ever undertaken in Australia. It is entitled, perhaps not surprisingly, *The New Traditionalism*, and its publication comes just a month before a General Election in which the Labour Government is seeking re-election.

The study found that youth in the 1980s aspire to regular employment and to getting married and having children. It also found that the work ethic was very strong among the majority of those surveyed, and that the new traditionalism was marked by the desire for "safety, security and insularity" in what young people saw as an increasingly doubt-filled environment.

They said that becoming independent was very important, but independence really meant just money and a job. The aim of education is occupational advancement, according to most young Australians.

The study also showed that the majority felt that the dole should only be paid to those who worked for it, and that the present system where all unemployed people over 16 received Government benefits tended to work as a disincentive to finding regular employment.

The most relevant role young people saw for governments was the creation of jobs, and they said there was a need for constructive long-term solutions to

unemployment. However, the majority did not display much interest in politics.

Apart from unemployment, which worried 80 per cent of those surveyed, there was most concern about the abuse of hard drugs (73 per cent) and nuclear war (also 73 per cent). This was followed by concern about welfare benefits for youth (58 per cent), family problems and relationships (55 per cent), education (53 per cent), the number of migrants coming into Australia (42 per cent), and the use of soft drugs (41 per cent).

The study found that young people showed some acceptance of the multicultural nature of Australian society. "However, racial prejudice in relation to Asian immigration is evident, and the main issue is the competition for jobs." Sixty per cent felt there were too many immigrants, 53 per cent thought there were too many immigrants from a particular group and 41 per cent nominated this group as Asians.

The media interests and preferences of young Australians are narrow, conservative and above all, entertainment directed. They prefer to listen to pop, rock and disco music (74 per cent) on FM radio stations, and they rely for their news and information on television, especially the more popular current affairs shows.

The people young Australians admire most are the Prime Minister, Mr Bob Hawke (13 per cent), marathon runner, Robert de Castella (4 per cent), and television comedian, Paul Hogan (also 4 per cent).

Senator Susan Ryan, Minister for Education and Youth Affairs, said that the survey had been commissioned because of the Government's concern about the high rate of unemployment among young people, now running at about 25 per cent.

She said the study showed that, generally, young people were optimistic about their future. "They are work-orientated and enjoy their lives although it is quite clear that they are considerably concerned about the problems of unemployment," she said.

Army conscripts allowed to opt for state-school teaching

TURKEY

Bernard Kennedy on how the Education Ministry wants to extend its use of unqualified staff

Young men required to do military service in Turkey are being recruited into state schools to combat a shortage of teachers in the country.

The Turkish military Government has introduced legislation to allow some people to buy themselves out of the Army, or to do some form of non-military national service instead. Mr Vehbi Dincerler, the Education Minister, is hoping that some of the

recruits can be used as teachers in state schools.

His plan, announced during parliamentary discussion of the Education Ministry's budget, is not likely to receive much support among teachers themselves.

Some are already complaining about the use of untrained graduates as teachers in high schools and even universities, and it can be argued that the teacher shortage is due largely to the cumbersome national teacher placement system and low pay.

The Ministry has started to make use of unqualified teachers when many qualified staff are still waiting to be appointed, or have been removed from their posts because of their political views.

Several schools have no teacher, and in many, teachers are working two

shifts a day, taking 100 pupils dealing with children of different groups in the same class.

Commenting on the Ministry's proposal, one teacher in Ankara suggested that there was no real difference between teaching the Army in Turkey.

Like soldiers, teachers were liable to be separated from their families by placement system, and had to live on very meagre incomes (about £100 a month).

Under these circumstances, a teacher shortage is likely to grow. The Ministry has so far received only 15 replies to an appeal made at the end of the academic year for 16,000 teachers, and it is well-known that most would rather harbour ambitions of working in other professions or in the private sector.

Union on the march over policy

FJI

Five thousand demonstrators, including teachers, marched through the streets of the Fijian capital, Suva, to demand the resignation of the Education Minister, Dr Ahmed Ali.

The teaching unions are upset at apparently being frozen out of the normal consultations that the Government has had with them on policy decisions.

The Minister announced that 80 per cent of highly sought-after places in three state primary schools would be allocated to children whose parents earned less than £2,500 a year. And it was stated that these must reflect the population's racial mix.

Dr Ali also announced the compulsory transfer of 500 primary and 100 secondary teachers, together with a small number of heads and assistant heads. The policy, on a "first in, first out" principle, means more experienced teachers will have to move.

The unions have been incensed by the introduction of a volunteer community service scheme which provides for the appointment of 200 graduates a year to work in the schools. They will be paid £2,000 a year, about half the starting salary of a teacher.

Many volunteers will be fully trained university or teacher training college graduates and would otherwise have difficulty getting jobs. There will be no new civil service intake of teachers and school committees will choose to employ a volunteer, which costs them nothing, rather than contribute to the salary of a teacher.

Dr Ali, remaining unmoved, saying policy decisions are the prerogative of the Government.

Peter Raggatt



Facing up to famine... Mail teacher and class, and (below) in the classroom



AS levels good in principle

Sir - Michael Duffy is right (*TES*, October 26) to highlight the many reservations voiced on AS levels, and no doubt the Secretary of State is by now well aware of the unease felt by many sixth-form teachers over their proposed form.

Nevertheless, Arthur Hearnden's article (*TES*, November 2) is reassuring, and I believe it would be retrogressive to oppose the principle underlying the AS proposals, indeed whatever objections we may have about its proposed form we have at least a scheme that the universities are prepared to back. If we ignore this opening we shall be back to 1968, pre F and Q, without any hope of liberalizing the curriculum for A level students.

If AS levels get off the ground we have an opportunity to work for their extension and modification. Through them we may be able to secure essential "core" studies which could provide the "process" skills so lacking in many of the present A level courses. It is possible that professional bodies might be persuaded to vary their entry requirements to include AS levels; in this way we might serve the interests of those students not destined immediately for higher education.

And if suitable syllabuses are devised, why could AS levels not be free-standing for such students, many of whom are minimally qualified for A levels and who would greatly benefit from a broader, less specialized curriculum?

Indeed it would be a pity if only the A level cohort were to have AS levels available to them, though if the initial proposals are adopted the new courses will be made or broken by the recep-

tion given to them by HE applicants. Only if the universities can give real currency to them will they succeed: we shall never persuade the present three or four A level students to opt for some AS levels unless he perceives a material benefit to his admission prospects, any more than we have been able to persuade the majority of A level students that general or complementary studies were a "good" thing for them.

J. L. GLAZIER
South Essex Sixth Form College
Runnymede Chase
Benfleet

Thunder-flash

Sir - Dr Hearnden's Second Opinion (*TES*, November 2) made some excellent points about AS levels.

As the smoke thickens in the battle over AS levels, I would like to throw in my own thunder-flash. Even better than two A levels and two AS for university entrance would be two A levels, one AS - and YTS, especially if this last became two years in length. I have worked out a scheme showing how this could work if anyone is interested. The obvious attractions are the much greater widening and deepening of experience of the A level cohort and maintenance allowances of £26.25 paid by the MSC.

JOHN ANDERSON
Head
Beckfoot Grammar School
Bingley
Bradford

Red herrings

Sir - With reference to your article, "Brent shock for Brent as blame accusations fly" (*TES*, October 5), I should like to make the following observations.

What this article failed to mention is the degree of concern felt by many teachers in some schools in the south of the borough over the level of performance of all the pupils in their schools, and, in particular, of those pupils of Afro-Caribbean origin.

It fails also to mention the in-depth analysis of the curriculum which some schools have undertaken in recent years in an effort to ensure they are meeting the needs of all pupils in a changing industrial and multicultural society.

What this article has done is give a false impression of the curriculum which some schools have undertaken in recent years in an effort to ensure they are meeting the needs of all pupils in a changing industrial and multicultural society.

I would further suggest that any investigation should look very closely at the influence of racism on the low achievement of pupils of an Afro-West Indian background. Many teachers understand and appreciate that the racism which exists in society demeans and degrades the child, destroys initial enthusiasm, weakens motivation and encourages the child to believe that, however successful s/he may be, the extrinsic value of a good education would not secure for him equality of opportunity in the world of work.

I believe that the needs of all pupils, irrespective of their ethnic and cultural backgrounds, will be better served in educational institutions run by the authority. What is urgently required, however, is a positive commitment to the overall improvement of our provision for the children of the total community. Slotting teachers, schools and children into convenient political catchphrases will not make for genuine educational advance.

ALEXANDER DAVIES
Headteacher
Sladebrook High School
Brentfield Road
London NW10

LETTERS



Art too late

Sir - I refer to your article: "Non-artists better at teaching art" (*TES*, October 12). While I have no doubt that there are some non-specialist primary teachers who are excellent teachers of art, let us not forget that the vast majority of art in primary schools is little more than recreational. In your article you refer to children occupying themselves by drawing during wet play-times - is this the only function of art?

Play and enjoyment are, of course, important in this subject, but there is nothing more likely to put a child off art than being taught it by someone with little or no knowledge nor skill in this area. Would you, for instance, expect someone who cannot play the piano to teach the instrument or someone who has no experience of dramatic activity to teach drama?

I believe that the main problem with our education system is that we begin to teach art too late, that it must be taught by specialists in an organized and disciplined way from an early age. If our aim is for children to express their ideas, should we not give them the basic training - the vocabulary by which they communicate their ideas in the form of pleasing and effective images?

Far too often children arrive in secondary schools having already decided that they cannot draw. They are aware that their ability to make images does not live up to their expectations. I, for one, believe that this is because they have not been taught basic concepts and skills when they were at their most receptive.

Only when we stop seeing art as a play or fill-in lesson, take responsibility for it away from classroom teachers (who often are unsure and sometimes unwilling to approach the subject - "it takes too much time, makes too much mess") and employ specialists, can we expect art to be effectively taught.

Thank goodness some middle schools and, in the independent sector, preparatory schools, are beginning to recognize this, but why should only such a small and privileged minority benefit from early art training?

PAUL McKEE
Head of Art
Taunton Junior School
Taunton
Somerset

School omitted

Sir - With reference to my article, "The grammar maze" (*TES*, Extra, October 26), I would like to point out that you did not, as requested, mention that I was teaching at Elliott School in Putney when I wrote the article. I am now teaching at Ingram High School, Thornton Heath, in south London, as correctly stated, but the references throughout the article pertain to Elliott School.

ANNE WILLER
12A Whitelands
Court, Bayswater Road
Whitelyheath
Surrey

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Letter from a hungry child

Compared with the children of Ethiopia, these pupils of a desert school in Mali, West Africa, are almost well off. But they too know what it is like to be truly hungry.

Their village, a collection of mud huts in the sands between Dire Dawa and Addis Ababa, has not seen rain for years and the shortage of food is now serious. "There is a lack of food in the village", one of the children of the village wrote in a recent essay, which took the form of a letter to an imaginary friend. "Two years of drought and not a single drop of water has fallen on the village."

"One night, sometimes two, and even three without eating. If it is possible, send us some grain. I inform you that my little sister has died."

didacta 85

International Trade Fair for Schools, Educational Technology



Oxford campaign

Sir - The Oxford University Student Union Education Committee has noted with concern the recent press release from the University Admissions Office; the figures on applications show a worrying fall in the state sector.

I would like to draw your attention to the existence of the "Target Schools" scheme, a fairly recent innovation of this union, which aims to attract more state applicants to Oxford. Current undergraduates go out to schools with a poor, or non-existent record of application. This is a most useful exercise in dispelling deep misconceptions about Oxford.

This year, we hope to add to the scheme by increasing communications with teachers. Clearly there is no merit in encouraging potential applicants if their institutions resist Oxbridge aspirations as impracticable or even, in some cases, undesirable.

This letter is part of a new campaign to ensure greater awareness about the scheme. We hope to contact and gain support from the main teaching unions. We also hope that teachers will contact us directly.

I C BLATCHFORD
Education Officer
Oxford University Student Union
New Barnett House
28 Little Clarendon Street
Oxford OX1 2HU

YTS monitoring

Sir - My attention has been drawn, belatedly, to an article in your edition of July 27 headed "MSC sends in the clerks".

It is regrettable that your correspondent did not deal more fully with the staffing arrangements for monitoring the Youth Training Scheme.

It is true that programme assessors who are responsible for monitoring the administrative arrangements for the YTS are civil servants with a background in administration.

However, every local programme team is supported by technical and

training officers who are represented by my union.

These officers are recruited by the MSC from industry and have a minimum of five years' trade experience following qualification. Thereafter, they have trained as trainers and have worked as instructors, usually in skill centres, with both adults and young people. The post of technical and training officer is attained on promotion.

As such, these individuals have a considerable depth of experience of working life, training techniques, syllabus development and a detailed understanding of their own trade area. They are thus uniquely qualified to monitor the YTS with particular refer-

ence to quality. It is regrettable that the MSC does not employ more such people. There are at present some 200 TTOs employed in the area offices of the MSC. My union has been pressing for a considerable period of time for an increase in this number, and I would hope that is an objective that would command the support of all of those with a genuine concern for the quality of training provided to young people on the YTS.

J P RANDALL
Deputy General Secretary
Civil Service Union
5 Prad Street
London W2

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Miss Margaret Davison (Course Tutor),
Department of Linguistic Science,
University of Reading,
Whiteknights,
Reading RG6 2AA

and are advised to apply for secondment to the LEA at the same time.

Headline complaint

Sir - I would like to draw your attention to the headline "Church Board cautions stubborn school governors" (TES, November 2).

Anyone reading that would assume that the board had issued some warning directed at school governors "cautioning" them against certain lines of action. As your reporter's article made clear, the document recently issued by the board was directed to the "independent stubbornness" of some school governing bodies was no more than an illustration of one of the problems which could arise from the implementation of the recent Green Paper's proposals.

Your reporter, quite justifiably, used the verb "cautions" in this context, but he used it intransitively. The headline's change to the transitive mode, coupled with its introduction of the governors as the object of the verb, creates a quite different impression.

Ought it not to be a matter of editorial policy that headlines should reflect exactly the content of the articles above which they are placed?

COLIN ALVES
General Secretary
Board of Education
General Syndicate of the
Church of England
Design Yard
London SW1

Parents' umbrella

Sir - The National Confederation of Parent Teacher Associations wishes to make the following comments in response to Anne Good's article on the newly-formed European Parents' Association (TES, October 26).

NCPA was one of the first United Kingdom associations invited to send a representative to the EEC conference (two years ago) based on Alistair Macbeth's report "The Child Between". NCPA is the sole active body in England working towards an ideal of home and school cooperation involving teachers, parents, pupils, school administrators, local authorities and all those with the interests of families at heart.

Since 1962 NCPA has been involved with the following international bodies: the IUFO (International Union of Family Organizations), the EUFO (European region of IUFO) and the COFACE (Confederation of Family Organizations in the EEC).

We attend meetings regularly. At these meetings it is frequently recognized that the concept of home and school cooperation in the United Kingdom differs greatly from that of other European countries, except perhaps Denmark. For this reason (though we have very good relationships with the Scottish Parent Teacher Council) we have reservations about the new European Parents' Association.

A number of small parental groups

were represented at the EEC conference, and they insisted that it was essential to set up a European Parents' Association alongside the European Teachers' Association. From the discussion, it appeared that confusion, rather than cooperation, was what they had in mind - something entirely contrary to our principles.

A previous attempt to form an international parents' confederation, the CIP (Confederation Internationale des Parents) with aims very similar to those of the new European Parents' Association came to grief after just over two years.

When "The Child Between" was compiled and the EEC conference took place, Greece was not a member of the EEC, hence the non-inclusion of any mention of Greece, but since its entry, the Greek associations are showing unbridled enthusiasm and sending representatives in large numbers to all the international meetings.

I hope the above makes clear the reasons for our reservations and the fact that we remain for the moment observers of the way in which the new European association carries out its objectives.

C A MADDAFORD (Mrs)
International Representative
National Confederation of
Parent Teacher Associations
43 Standon Road
Northfleet
Kent



Lord Perry

Franchise battle

Sir - With regard to David Self's article "Local heroes" (TES, October 26) wish to point out a major inaccuracy.

When referring to the new radio stations to go on air over the next few weeks, mention was made to Hereward Radio opening a new station in Northampton, where no one seemed to want the franchise. In fact there was a major battle for the franchise between Hereward Radio, which had the contract to run the IRL service from Peterborough, and a local group, Eleanor Radio, chaired by Lord Perry.

STEWART FRANCIS
Hereward Radio
Bridge Street, Peterborough

Objectives obscure achievement

Sir - "How are we to talk about the primary curriculum?" asks Eric Bolton as quoted in *The TES* on November 2. Something like this perhaps:

We should begin by defining the intellectual context within which the curriculum is to be set. For the appropriate context your readers need look no further than David Holbrook's celebration of "primary imagination" in the same issue. "The most efficient way to foster the dynamic of learning in children is to stimulate their imaginations, and to generate in them a curiosity about human nature, the world, and the point of their existence - their 'being-in-the-world'." To teach in this way means recognizing the seriousness of children's early intellectual enterprises, as Holbrook demonstrates in his treatment of his nine-year-old pupil's poem, and cultivating within in the classroom that sense of freedom

and space which intellectual enterprise, the fruit of "primary imagination", requires for its fulfilment.

Set in such a context, the dynamic of learning is incompatible with the language of "objectives", the language which so tightly circumscribes the present thought of both the Inspectorate and the DES. Every set of objectives constrains intellectual growth. Every child whose imagination is repressed achieves both more and less than we expect, exceeding some objectives, bypassing some, achieving some that we had neither predicted nor formulated. The ideology of "objectives" obscures and misrepresents achievement.

Teachers who pursue Holbrook's strategy look elsewhere for evidence of achievement. "One only has to go into the nearest good primary school to see

the evidence all around one, not least in the way the children come to one, an adult, and talk excitedly about their work and interests, in a building plastered with their achievements, drawings, stories, maps, and other artifacts, demonstrating their excited grasp of the world around them".

Curriculum aims do not, as HMI would have it (*English 5 to 16*, page 3), "need to be translated into objectives". They need to be realized and particularized in the documentation and critical appraisal of children's products and procedures.

What, then, of the subject matter for a curriculum dominated by the imagination? It may be defined in three interdependent ways.

First, in terms of the major traditions of thought in our culture: literature and language, mathematics, science, the humanities, the arts, technol-

ogy, philosophy. Second, in terms of the material and mental contents of the classroom: sand, water, science maps and microscopes, compass, inform, space and evolution, all of them, many different varieties. Third, in terms of the varieties of intellectual experience which teachers and children bring to the classroom: generate within it, experiment, scientific production, specialisation, ment, close observation, hunting, what Holbrook calls "the capacities for play and the play of the imagination".

This is how we might talk about primary curriculum. Is the DES listening? Are HMI inspecting? MICHAEL ARMSTRONG
Headteacher
Harwell Primary School
The Styles
Oxfordshire

Defence of the arts

Sir - Lester Smith long ago recognized the power of the swing of the pendulum in educational affairs and points only this can explain the apparent vocational initiatives at present being made in our schools.

David Holbrook is to be applauded for his defence of the arts in education (*TES*, November 2), though I think he would be surprised at the level of support he might find from teachers and crafts themselves.

Teachers in this field have struggled to rid their teaching of the image of being mere trade instruction.

It is ironic that, as we begin to emerge from the dark age of the subject, we are left so soon to fight against the dying of the light.

BRIAN BIRD
Clare Street
Ivybridge, Devon

Gnomes of oracy

MICHAEL FERGUSON

I'd agree with Patrick Scott (*TES* October 19) the HMI's *English from 5 to 16* is not a complete bogeyman. However, as long as communication skills are characterized in the first instance by accent or intonation, then gesture, movement, and eye to eye contact, one should see at least a growing gnome guarding the floodgates that hold back an oracy I'd like to see the centre of the English curriculum.

Oracy must break the tag of being a kind of performing art. Talking is the prime language of all children, as Bolton, Barnes and Rosen emphasized so long ago. The recent HMI discussion paper, *Bullock Revisited*, supports this with: "The primacy of the spoken word in human intercourse cannot be too strongly emphasized", and argues that pupils "need more experience as participants" in talking and listening within schools.

The way to encourage this is not to train for "appropriate" sound and movement. Classroom talk demands a particular classroom management. It demands noise. It demands patience. It demands, above all, time. The move to resource-based learning has provided the context in which productive talk can take place continually. The use of tape recorders and video equipment has provided opportunities for natural, realistic performance and useful self-assessment. All this needs actual and positive support.

Will students perceive the value of their normal discourse when it is

fostered mainly through role-play or formal debate? Will they gain confidence through the experience of "class" discussion, or of more worrying, unintentional authority of the teacher? Students need classroom talk to occur continually as a part of their reading and writing activities and as a valuable learning experience in itself. The management of this needs careful thought and planning. Teachers need to feel confident about pupil talk before they'll discard the security of their own voices.

Chalk and talk has begun to choke on its own dusty air. Will *English from 5 to 16* just become an extractor fan to let from Dore, Hayes, Latham and William (again *TES*, October 19) tackled by this document: just what oral provision will there be in future examinations? Their expertise in oral assessment needs encouragement and expansion too - not the cold shoulder.

My experience of examining oral work in a GCE Mode 3 English language syllabus would support the letter writers' view that such assessment is not only viable but essential for sustaining an integral role for oracy in the English curriculum. There has to be some such recognition of the importance of oracy within any examination system.

If the Schools Examining Council does indeed "not include oral assessment as an integral part of the national criteria for English" it will be tragic. Less devastating, but equally disappointing, are submissions for GCSE which offer oral examinations - the mere tokens to the development of positive oral skills. We need tests which assess and therefore encourage the oracy that can take place naturally and continually in the classroom.

The Assessment of Performance Units report, *Language Performance in schools*, concludes that the complex

ities of assessment can be achieved: tasks can be constructed with natural as well as testing contexts, and monitoring can be structured to accommodate the spread of content and performance within all talking and listening activities.

I hope the response to *English from 5 to 16* will confront this issue. For many teachers it's a radical move to shift the emphasis in the class from writing to talking and listening, with which to make such adjustments.

The Resources for Learning and Development Unit in Bristol provides excellent resources that encourage classroom talk for all ages. There are others, but too few. Such resources will not materialize, particularly through the educational publishers, until the theoretical and practical recognition has been confirmed and properly endorsed.

Michael Ferguson teaches at Cyst Vale Community College, Devon.

Have a go artists

DAVID ORME

The best use of finite resources to bring arts into schools needs to be considered urgently, now that the Arts Council, the regional arts associations and other organisations are getting increasingly involved in education.

The current major funding effort is directed at bringing together artists - sculptors, painters, writers, dancers - and school pupils or college students. Contacts may be a day's visit to the school or college where the artist may lecture, perform, run workshops and so on. These can provide an exciting stimulus to the work in a particular department, but the effects are bound to be ephemeral - the artist seen as a special visitor rather than someone providing the sustained support a young artist requires.

Regional arts associations are looking now to provide more long-term visits by offering residencies for a year or more. Increasingly, these are being taken up by various educational establishments. Artists, apart from continuing their own work, will spend some time working with staff and students. This is clearly more useful, allowing an extended period of contact with students and the possibility of creative dialogue.

Its problem is one of scale, and I wonder whether arts administrators, lured to the relatively small-scale nature of most art initiatives, have yet grasped the enormity of the task in servicing 10,000 secondary schools and higher education institutes, and more than twice that number of primaries.

Even assuming limitless funding, the supply of writers, painters, dancers and the like ready and willing to work in education would soon dry up.

Inevitably most arts education in school is provided by specialised teaching staff. I propose that the main thrust of art in education should be toward's in-service work for teachers. This would take the form of teachers in various disciplines working with artists and writers to improve and develop their own artistic skills and insights. Increased confidence in art-making ability would allow the teacher to assume the role of co-artist. This would be particularly useful for English teachers, who are generally far less willing to "have a go" than colleagues in other departments where the principle of teaching by example is more securely based. While, from the pupils point of view, contact would be second-hand more often than not, this is surely better than no contact at all.

The problems with this approach stem mainly from inflexibility in the arts and education spheres. Arts administrators will insist that in-service training is the concern of local authorities. They in turn point to the already overstretched in-service budget, and make it clear that it cannot accommodate what will be seen as "peripheral" areas.

It is to be hoped these problems can be resolved. One possible solution is to give teachers regular access to artists-in-residence by placing them in a teachers' centre or local college of education, with workshops for local teachers an important part of the brief. I would like to think that applications for residencies from such institutions would be given positive encouragement.

David Orme is director of the Schools Poetry Association and head of English at Twyford School, Winchester.

Tarnished image?

RICHARD STEWART

The TES recently reported that the AEB had upgraded 37 out of 80 candidates at one Suffolk school after complaints about low results in the O level English Language exam. Our school was one of the six other centres whose papers had been called in for re-marking. Now the amended results have been announced, I feel free to comment.

The full significance of what happened came to me, somewhat surpri-

singly, in the streets of Ipswich one night after school. By sheer chance, I met one of our ex-pupils who failed in the summer, despite my firm belief that he would pass easily. Subsequent events were to show that he was our only failed candidate to be upgraded, from an E to a D. What interested me was the comment from one of his two friends who listened to our conversation, a boy unknown to me. He remarked that he had always assumed that an externally marked exam papers were subjected to rigorous checking and cross-checking before the final grades were officially confirmed and announced.

This had also been my impression and from subsequent conversations with colleagues, it was obviously a belief shared by all of them. In our English department, there has always been the accepted need for me to

check the marking and adding-up for all internal English exams and I expect my colleagues to do the same with papers I mark. Yet the AEB, with well over two months to mark the papers, managed to let the "little bit severe" examining of one individual slip through the net of checking, moderation and final approval of the chief examiner. To emphasize how serious this matter was, the subsequent revised results at Chantry High School were in several cases not one but two grades different from the originals.

It is also accepted that the inaccurate results would have remained undiscovered had not Dr Grace, head of English and Ken Sheppard, her head, decided to put the school to considerable financial risk - a matter of several hundred pounds being involved - have a block re-marking of the disputed results. The AEB declined to com-

ment after the story hit the headlines in the local press. That was probably a wise decision, bearing in mind that papers from other local centres were still being re-marked, but now all the amended results are known it is a time to use *The TES* columns to ask a few direct questions:

- Exactly what systems of checking and moderation presently exists at the AEB?
- Have there been any previous complaints about the papers marked by the examiner who caused all the trouble this time?
- If some of the original grades were so inaccurate, has the work of that examiner's moderator been reassessed?
- Has the chief examiner in English been censured, since that person is ultimately responsible for the accuracy of all published results?

What has the AEB done to ensure such a distressing situation never occurs again?

"Distressing" accurately conveys the considerable anxiety felt by exam candidates and staff alike in the last few weeks. The AEB deserves some praise for admitting its mistake and the eventual letters sent with the amended results were most apologetic. Nevertheless, some who are about to resist the same exams are convinced that they should have already passed, and many of their teachers agree with them.

If the AEB is to restore its somewhat tarnished image in the eyes of many English teachers in Suffolk, a public statement, perhaps answering and elaborating on the questions I have asked, is long overdue.

Richard Stewart is head of English at Holbrook High School, Suffolk.

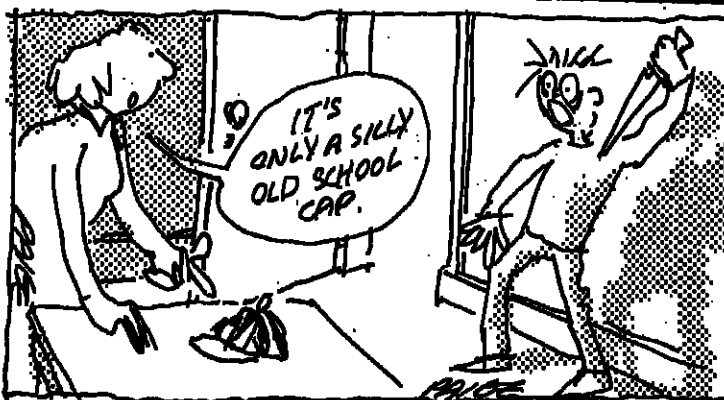
School phobia

RICHARD WOOLFSON

The school phobia is characterized by an intense emotional reluctance to attend school, coupled with physical symptoms such as sickness or dizziness and acute anxiety reactions at the very thought of school. There are usually accompanying fears of self-danger when the child cannot explain what underlies them.

Although estimates vary, the frequency of school phobia is between 17 and 20 cases per thousand of school children. Therefore all teachers are likely to come into contact with such cases at some point in their career. Since school staff can play a major role in helping the phobic child, it is essential that teachers have a clear understanding of the condition.

School phobia seems to be linked to an unconscious fear of being separated from the mother or father, or both, often accompanied by the parents' relationship with the mother-child relationship can lead to pathological and, in some cases, to a phobic reaction. Parents of school phobics tend to be busy, protective and over-



may be quite sudden, triggered off by any one of a multitude of events, including a physical illness, a family bereavement, or starting a new school. There are two points that most professionals are agreed upon. The first is that the phobic child must attend school. Easier said than done, since the phobic child will remonstrate forcefully and indeed possibly violently, when faced with the reality of school attendance. Therefore, fairly firm tactics within a caring atmosphere may be needed to ensure the phobic's physical presence in school. Secondly, early intervention is essential. Delaying school return by allowing the child a few days to get over it or because the parents do not want to do anything too quickly, is to be avoided. The school phobia's problem will not simply go away.

After the school's psychologist has been notified by a member of the teaching staff of the child's difficulties, he or she is likely to implement a programme taking these two points above into account. However, this scheme cannot work without the support of teachers and the following may be useful for school staff:

- Be calm and relaxed when dealing with the child and parents, as they will take their emotional lead from those helping. An air of caring confidence on the part of the teacher will give encouragement to all concerned.
- Ensure that when the phobic child does arrive at school, there are few, if any, other people about. The child may well be overtly distressed and perhaps physically struggling. The less pupils that see this the better since this reduces the likelihood of being teased.
- Be caring but firm. Ignore the child's crying and verbal protests while at the same time encourage any positive behaviour that is shown. The main aim is to get the school phobic back into the everyday school routine as

quickly as possible, in hours rather than days.

- Avoid drawing attention to the fact that the phobic child has been off school for a while, or that the child made a fuss earlier in the day. Request, for example, that other teachers do not coo to the child with remarks like "You behaved like a baby this morning. You should be ashamed of yourself." The phobic child is probably ashamed of the behaviour anyway but feels it is beyond control.
- Tell the child that he is not the first pupil of the school to feel this way, and that he will get over it quite quickly. Let him know staff will forget all about the disturbed behaviour when he settles down.
- Praise the parents each day once the child is settled in class, whether he has been taken forcibly or not. Even though the psychologist will probably be doing the same thing, the teacher's phone call is further support for the concerned parents.
- Accept no excuses from the parents or the child for non-attendance or lack of punctuality. If the family report physical symptoms, the headteacher examination at school.
- Remember that the school phobic is frightened and frightened. Resolution of the phobic's difficulties is draining for the child and for the professionals involved, particularly in the first few days when maximum effort is required. The reality is that failure to improve may result in the child receiving residential education.

Dr Richard C. Woolfson is a psychologist with the Swalecliffe Department of Education.

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Should do better

Arthur Sefton gives HM Inspectors few marks for their own grasp of grammar in 'English from 5 to 16'

HM Inspectorate's paper, *English from 5 to 16*, reinforces my contention that the English language is decaying from the want of the teaching of its elements. The quality of the paper impels me to point out some of its defects. The Inspectorate should not be allowed to get away with impunity with standards that fall well below those advocated by all eminent teachers of English.

On the first page, there is a rather fatuous cliché - "the world in which we live", and there are two unnecessary and slightly pompous *however*s. In the second sentence of the second paragraph, the logic is out of kilter. "This paper is principally addressed to them, but also to heads of schools, i.e. advisers and officers."

But is an adversative conjunction: here, there is no true contrast: principally makes but quite wrong. For "but also" substitute "it is also addressed".

At the top of page two there is an outrageous 44 word parenthesis that would have been roundly condemned by all the great men of English. Parentheses should always be short. In the same paragraph the repetition of *apply* is unnecessary and inept.

On page three there is a detestable sentence: "This (aim) is to teach pupils *about* language, so that they achieve a working knowledge of its structure and of the variety of ways in which meaning is made, so that they have a vocabulary for discussing it, so that they can use it with greater awareness, and because it is interesting."

The string of adverb clauses of purpose is here both ugly and ungrammatical. Clauses of purpose (final clauses) introduced by *that* take *may* or *might* with the infinitive. The *so*s are not strictly necessary and are better away: the *may*s (that may achieve) are essential for grammar, and aid clarity: *can* would then be incongruous and spoil the rhythm of the sentence. The last five words are an abomination and an egregious example of macrolithia (syntactical inconsistency).

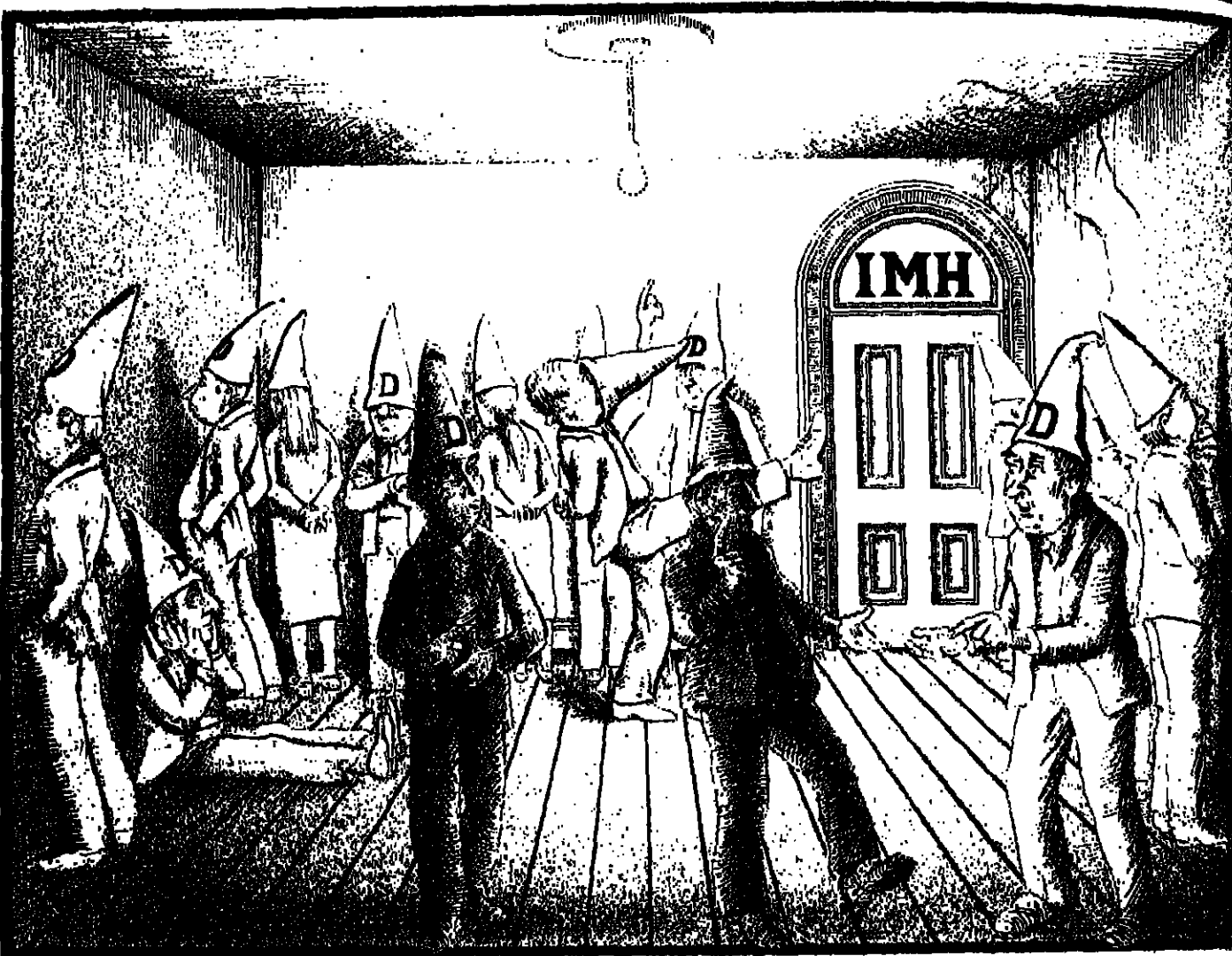
The Objectives in English listed in tabular form on pages 5 to 12 have been set out in an unbelievably slovenly way. The result is that the syntax is in places risible. I give two examples of the many instances:

"By the age of 11, therefore, most children should be able to: be able from a text to draw inferences, make predictions, and form judgments". (page eight)

"At 16, therefore, most pupils should be able to: have some ability to apply similar judgments to entertainment in other media". (page 11)

No one can condone *should be able to be able*, and *should be able to have some ability*. The tabular form is no justification for these shocking slovenries.

On page 10, *otherwise* in the phrase "social and otherwise" is a very common and slipshod extension. *Otherwise* is an adverb and should remain so. Fowler regarded its extension as "a trick of bad English" and hoped it would be a



"freak of fashion only".
Page 11 produces: "Read whole books of some length and requiring some persistence."
The syntax is bad: *and* should go.

On page 12 "exercise control over spelling" is, in the context, pretentious. And in the seventh and eighth paragraphs the *ors* ("... identifying them in their writing or in what they read...") are illogical and should be changed to *and*s.

On page 18 there is the sentence: "It is then possible to see in what ways progress has been made and in what ways it has not, which enables future work to be planned."

Here the relative which has an implied antecedent. Although this use of the relative is sometimes useful, in general it is not to be recommended, and certainly not here.

In the second sentence of the fifth paragraph, there is an intrusive *and* that spoils the run of the sentence and the writer's reputation as a syntactician. The "situation of dialogue" and "the easiest aspect of assessing pupils' listening" are modish phrases no one should be proud of. The two *but*s in the last paragraph of this page are together inelegant and offend any ear of moderate sensitivity, for they savour of what Fowler called "wheels within wheels". The first *but* ("... these should not be limited to... but should also...") though strictly illogical, is idiomatic. The second ("But, also questions from...") is ugly and spoils the run of the paragraph.

On page 20 there is more bad syntax: "There are several ways by which reading after the earliest stages, can be assessed, which may be used separately or in combination, *ie*".

This sentence illustrates a common error born of ignorance and carelessness. It is an error that is increasing in frequency and so destroying one of the valuable features of English syntax. Both *which*s have the same antecedent *ways* and should be connected by *and*. Insert *and* before the second *which*. As for the *ie*, surely *e.g.* would be much more appropriate - unless the ways that follow are to be considered exhaustive!

The very next sentence is a beauty. It illustrates deplorable practices that degrade the language: "By asking pupils to read passages aloud, having given them time to read them silently and consider them."

Asking is here a gerund. When a gerund is immediately preceded by a preposition, it normally refers to the subject of the sentence and to no other word. *Asking* has no subject of reference and so is ungrammatical. *Having given* is a participle and it, too, has no proper subject of reference, and so, again, the grammar is bad. The pronouns *them* have been poorly used. The first *them* refers to pupils, and the second and third to passages. It is not good to allow one form of pronoun to refer to different antecedents in the same sentence.

In the same paragraph there are two examples of the gerundive use of the participle, that is, the fusing of gerunds and participles:

"... the 6 year old making sense of a simple sequence ... and

'Pompous little clichés and vogue words give an air of immaturity and cheapness'

"... the 16 year old interpreting with his or her voice ..."

The practice is growing. It is not ungrammatical, yet Fowler was fiercely opposed to it, for the use of the gerive before a gerund is a more logical construction than the fusing of the gerund and the participle. I hold that it is better, as far as possible, to let gerunds be gerunds and participles participles. The great writers of the nineteenth century avoided the gerundive use of the participle wherever possible, and HM Inspectorate would retard the progress of corruption if it advocated the rule that the gerundive use of the participle should be avoided whenever idiom does not loudly protest or inconvenience ensue. A gerund is a form of verbal-noun. *He dislikes my going to the meeting* is a more logical construction than *He dislikes me going to the meeting*. No one would prefer *Cuthbert coming surprised us*. Where the use of the pure gerund would be clumsy, it should be fused with the participle, but not otherwise.

Lack of space and tedious prevent my giving further examples of unseemly grammar that so ironically mars the paper.

The Inspectorate emphasizes the value of impression marking and understate the value of the mechanical marking of what can be so marked. Impression marking, like many other things, may be good or bad and there is nothing wrong with the principle. The danger lies in the neglecting of the mechanics of the language, as the writer of this paper appears to have done. What impression does the paper make upon the discerning reader? It seems to be that the writer has taken his ruling impulse from his desire to be in the mode, and has been more influenced by fashionable futilities than by the precepts and examples of the great men of English. The language of the paper tends to be pompous, imprecise and slovenly and is sometimes downright catchphrase.

The plethora of *however*s, *therefore*s and *nevertheless* that stud the pamphlet is ludicrous. The excessive use of abstract expressions, of pompous little clichés, of wearisome vogue words, and the habit of preferring the noun to the verb give the paper an air of immaturity and cheapness. The expressions that follow, taken from the paper, are typical examples of the rather affected and silly language that blights it. This sort of stuff is rightly deprecated in *The Complete Plain Words*.

take corrective action communicative effectiveness achieving competence teachers have a contribution to make to this process. (i.e. achieving competence). assessment needs to be longitudinal voluntary users of reading the least able at using language in terms of their ability to produce an agreed outcome it is often the case that

Case, involve, in terms of, situation and complex are used with mindless monotony presumably to give the writing a proper ring of knowledgeable authority. If this is the sort of English at the top of the educational pyramid what hope is there for those well below the apex?

The paper calls for the reintroduction of teaching of grammar, yet the measures that the Inspectorate seems to favour are totally inappropriate. Gangrene cannot be cured with cosmetics. What is needed is the teaching of grammar at levels to suit the ability of the pupils. The brightest pupils should study grammar, *namely* *mundane*, to a standard comparable to that required of the matriculant at the beginning of the century. This would provide the country with a literate worthy of the name, a literate whose influence would be powerful and redound to the benefit of the language and all it users.

Unfortunately, the very word "grammar" is something of a bugbear, and even Gowers and Fraser use it in an unintelligent way throughout *The Complete Plain Words*, for they repeatedly speak of grammar and syntax as if they are separate things. For example, on page 296 Fraser says: "There is nothing wrong here with the grammar or the syntax."

According to that fine scholar, J. C. Nodding, "Grammar includes Accidence and Syntax, the order of words as well as the relations of words to one another, phraseological idiom as well as the principles of more regular construction, the sounds and symbols used in word-making, the prefixes and suffixes by which words are built up, and the clauses of which a compound or complex sentence consists. The subjects of punctuation, prosody, rhetoric, poetic diction and the decorations of words, though closely allied to Grammar, do not come within the scope of Grammar proper."

Language must change and sensible changes are to be welcomed. What is to be deprecated is the practice of allowing changes to be determined by ignorance, slovenliness and irrationality. Those who think there is a royal road to better themselves: there is no substitute for hard work and "gerund grinding". And if Britain is to have a language that is highly efficient in the fullest sense of the word, its brighter children must be taught grammar to a much higher standard than was indicated in *English from 5 to 16*.

Before his retirement Arthur Sefton taught English at the Princess Margaret Royal Free School, Windsor.

REACH OUT!

Rick Rogers looks at a Coventry school's attempts to meet parents on their own ground



open to him in forming worthwhile relationships with parents, alongside the more usual home visits. It does enable him to meet the more "hard-to-reach" parents and can reduce the amount of subterfuge needed, on the odd occasion, to meet one parent when the other is hostile to the school.

The parents seem to regard the flat as a place where they and the school can meet on something approaching equal terms; those unwilling to be seen by neighbours going up to school because of trouble can drop unobtrusively into the flat or a meeting; and the flat is much easier to reach than the school.

On the day I visited, one parent came in to check if her daughter, prone to truanting, was in school. A quick phone call by the community tutor confirmed that she was there. Another parent dropped in to sort out an incident the previous day when her child had been hit in the face by another pupil. Later, a teenager came by to talk over a problem at school. Without the flat, claim the Woodway staff, those contacts would never have happened.

Just as school and parent find the neutral ground useful, so too do neighbours. One woman said: "We may not all be very close and we don't want always to be in and out of each others' homes. But we do want contact, companionship and support". Ninety-one provides that and gives them the space to work together as mutual support and interest groups.

Activities at the flat not initiated by the school have emerged from needs expressed by local residents. Fred, Brian and Dave talked of how they set up the single dads group to bring together fathers on the estate caring full-time for their children. Michaela helped to form the young mums group because, she explained, there was nothing on the estate for them. "We were isolated in our own homes."

Both groups arrange outings, raise money for activities, bring in speakers to give advice, and

run self-help and mutual support sessions. They have also produced videos on what they do and why.

They spoke of the greater confidence this work had given them. Many had taken up the specifically educational opportunities on offer, either at Woodway Park itself, or at the local primary school, to do O and A levels. One mother referred to picking up on education on their own terms. She is going on to train as a teacher after getting her A levels; Michaela is making sure she has qualifications to hand when her youngster is old enough for her to go back to work.

In addition, there is a highly successful women and health group, sessions for girls, and a parents support group for all parents experiencing difficulties with their secondary schoolchildren, not just those from Woodway Park. There is also a writer's circle with local people contributing and discussing their own writings. A few read and write with difficulty. Work is regularly produced in booklet form using the school's resources. Once again, founder-member Mary talked of the boost it gave people to see their work in print.

Several times Dick Jenkinson remarked on the determination of the people who use the flat to overcome their difficulties. Too many spoke of their own bad experiences at school. "This is an attempt to enable people to take some control of their own lives. We are not into firefighting nor handling the immediate crisis - although if need be we do."

One young mother spoke of the value of being able to come in, hand over the baby for an hour or so and just relax. Relaxing, however, can often turn into sorting out future events for the young mums' sessions or deciding on new part-time courses for the women and health group.

As far as possible, Sue Wyatt makes sure the flat-users organize the activities for themselves. Learning to cope and to organize are seen as part of the school's broad concept of adult education.

It might seem strange for a secondary school to be involved in much of this work. But both Sue Wyatt and Cecilia Romanow argue the value of the different emphases a school can bring to such work. "The social services would be taken up with case work. We can have a wider brief; we put considerable emphasis on child development with parents. We can also provide resources other agencies don't have."

The local social services do help in several ways, such as sending people to advise when asked, and funding some part-time classes.

There are, of course, difficulties. Some people become too dependent on the flat as a refuge; small cliques can take over groups and activities; newcomers find it hard to join in; the flat is sometimes chaotic; there are frequent disagreements about the purposes of the flat. Tensions often find release in "a good shouting match"; some local people have drifted away.

Some of the flat-users try to push aside the more obvious educational elements of the venture, wishing to see it as very much their own community base.

Both Sue Wyatt and Dick Jenkinson consider that the successes of the flat are due as much to the liveliness, determination and, in some cases, courage of the people who make use of it, as to the skills, commitment and energy of the staff.

Assessing the first 18 months, the deputy head says: "The pastoral work has developed better than we expected. We receive more information from parents and pupils. We have made changes in school policy on how and where we meet with parents. The whole staff is beginning to feel sympathy for the families their pupils come from. However, we also saw the flat as bringing more people into the school. This has not happened as much as we thought it would."

None the less, 80 adults from the estates are doing exam classes alongside sixthformers at Woodway Park.

The flat itself is often too small for all the activities and people and there is talk of acquiring the upstairs flat and extending the nearby adventure playground.

But talk of expansion may be premature. The money could run out next April. The direct cost of the flat is £2,500 a year for rent, rates, heat and light, plus a full-time salary for a community tutor. Indirect costs include other staff time and school resources diverted to flat activities.

For five years from 1978, the local authority did not charge the school for its community and "extra-curricular" work. That ended last year. An MSC voluntary programmes project has been paying some of the running costs for a year as well as providing the part-time worker. That ends this month.

Mr Jenkinson said: "We are not a rich community college; we don't have squash courts or swimming pool". So he is having to make out the case for the flat all over again. The school will assess it alongside its other activities. With the local authority still undecided whether to assist the project, Mr Jenkinson is bombarding charities and trusts to help with funding.

Both Woodway community staff and flat-users referred to the possible closure as a tragedy. One of those flat-users was Edna - a middle-aged woman with grown-up children. She said how coming to the flat and gradually given her the confidence to admit to others she could neither read nor write. Now she is learning to do both along with some other neighbours. "This flat has changed my world."



At home with school: 80 adults study alongside sixthformers and teachers meet parents halfway at the school's flat on the Wood End council estate.

Review

Nomenklatura: Anatomy of the Soviet Ruling Class. By Michael Voslensky. Bodley Head £12.95. 0 370 30471 3.

The emigre who writes of his lost homeland is a disconcerting author. Combining intimate experience with unrelenting passion, he leaps from piercing insights to sweeping conclusions, the acceptance of which - in any other context - would arouse the suspicion that we had surrendered our judgment to a zealot. The problem is especially acute in the case of a closed society like the Soviet Union where we rely so heavily on the testimony of defectors or dissenters like Michael Voslensky.

Nomenklatura is a case in point. You might expect from the first few pages that Voslensky has set himself the theoretical and rather pedantic task of redefining what Milovan Djilas originally called the "new class", and what more generally we refer to as the "ruling elite" in the Soviet Union. In fact *Nomenklatura* is simply the term that Voslensky has cleverly extracted from the Soviet political lexicon to use as a starting point from which to guide us through the social and political labyrinth founded by that "bald, red-bellied little man in his mauve suit" to whom the Russian people pay homage in Red Square.

The journey is spellbinding but confusing. Voslensky appears to have had several books in his mind, and he has reproduced at least three of them between these covers - although they are inextricably if unintentionally entwined with each other. Two of them are required reading for anyone who wants to learn about power brokerage in the Soviet Union, but the third... we shall return to that in a moment. As a former Professor of History at Lumbumbia University in Moscow who became a senior academic bureaucrat before his departure from the Soviet Union in 1972, Voslensky had a rare vantage point from which to view his fellow Nomenklaturists as they went about their business of self-advancement.

The first of his books-within-a-book, subtitled "A day in the life of Denis Ivanovich", is tacked on the others as if in afterthought but consists of a brilliantly sinister yet comic portrait of a photofit official who occupies a middling rank in the Central Committee of the Communist Party. In a mere 30 pages of restrained prose, the author-as-novelist describes an enclosed world inhabited by a gang of placemen, so ruthless, cunning, obsequious, and decadent as to provide powerful evidence for Voslensky's thesis that "the Vanguard of the Proletariat" which emerged from the October Revolution to run the Soviet Union is no more than a peculiarly repellent Mafia.



MASTER CLASS

by Jonathan Dimbleby

It is to this proposition that the author-as-academic devotes the longest and weightiest part of *Nomenklatura*. Tracing the rise of the Nomenklaturists from the days when Russia was not so much "pregnant with revolution" as with "a ruling class that would gain power only by way of revolution", Voslensky juxtaposes scholarship with anecdote to explain the rules of Stalin's terrifying edifice which, it is argued, still persists - albeit in modified, gentrified form. Extrapolating from official statistics, the author calculates that there are three million "parasites", comprising the new master class, who fatten themselves on the labour of the masses they are supposed to represent. The role of the apparatchiks who sit at their desks redrafting Central Committee resolutions "with manicured hands", relishing that "pleasure of pleasures", the exercise of untrammelled power over the lives of millions, provides a carefully argued and vividly documented analysis.

However the third "book" in these pages almost undoes the remarkable work of the other two, between which it is uncomfortably inserted. It is written by the author-as-polemicalist and purports to be an analysis of Soviet foreign policy: "the whole mentality of the Nomenklaturists,"

their talk, their behaviour, and their ideas are evidence of their intention to take over the world." If this is so, then it is a matter of considerable moment; moreover Voslensky is, by his own account, in a unique position to provide crucial first-hand evidence to sustain so grave an assessment. But there is none of this.

Instead we are treated to a jejune homily in the style of John Foster Dulles on an off day: the Soviet Union has already made many conquests but its jaws are still "hungry" and, in another passage, "gaping wide". In pursuit of world hegemony, it has helped transform Cuba from "an island of sugar-cane plantations and pleasure establishments, into an economically ruined country, a bellicose country that sends its troops to conquer Africa". Thus dispatching the Caribbean, and similarly Central America, where "infiltration" is the preferred method, Voslensky turns to Western Europe where he discerns "not a few politicians" who so fear the bellicosity of the Soviet Union that they find it "advisable to give way to it in everything". Which politicians? Of what stature, from what parties, in which countries? We are never told, although the author evidently fears that Europe could easily go over "to the Nomenklaturist camp". For those of us

who do not roll over, there is some comfort. Nomenklaturists are apparently most reluctant to engage in nuclear war - not because the danger of civilization greatly concerns them but because they might lose power in the aftermath of the holocaust.

Indeed we learn that the aggressive belligerents are also frightened little men. Thus while they pose an imminent threat in one paragraph, they are described in the next as "a megalomaniac who has led to their isolation in the past, as they plot world conquest on one page, they are encircled on another. In this manner, the argument drifts inconsequentially towards the unsubstantiated conclusion that like "Genghis Khan, Napoleon and Hitler" before them the aspiration of the Nomenklaturists to world hegemony is "doomed to failure".

If the foreign policy of the Soviet Union is indeed as crude and evil as it is described in these pages we must hope that Voslensky is right. Unhappily his muddled and often contradictory assertions, proffered with the familiar fervour of a born-again cold warrior (though he writes in favour of détente), provide us with no evidence either way - which is not only unfortunate in itself but mars what is otherwise an illuminating and important document.

Political paradoxes

by Maurice Peston

that of the secret ballot. Equally, attacks on the unions or the leadership cause members to rally round strongly. More to the point, the individual member, when subjected to the exercise of arbitrary power by his employer, suddenly finds attractive qualities in the union which in other circumstances he had chosen to ignore.

In saying that the trade union movement is an enigma, I am not of course implying that I understand it better than someone else. Quite the contrary, I was hoping for enlightenment from the books under review. Of these *Industrial Relations in the Future* is the most academic in character. It consists of three essays written from different standpoints devoted to recent trends and likely future developments in industrial relations. It is difficult to determine when they were written, but in discussing the next decade they appear to mean the Eighties, which are already half over. (I might add, *en passant*, that the book is appallingly produced, being little more than a typescript in volume form. As a physical object it is insulting to the authors and does no credit to the publishers.)

Of the contributors, Brown and Slison write from a wealth of detailed knowledge of the subject. They emphasize the virtual abandonment of multi-employer bargaining in the private sector, a phenomenon which they were amongst

the first to notice. In the public sector the key change was towards negotiation and compromise in the early 1970s, but with financial pressures becoming dominant at the end of the decade. "There has been a widespread re-ordering of management controls in the public services [where] industrial relations... are likely to remain more tightly, and more centrally, controlled than before."

Brown and Slison together with Rubery, Tardiff and Wilkinson recognize that cash limits provide an incomes policy for the public sector, and unemployment a similar restraining force in the private sector. The latter's approach is altogether more macroeconomic in character, and is extremely pessimistic. This is true not only about the likely path of real wages and unemployment, but also about industrial conflict as employers fight for greater control and insist on a more flexible labour force. What Rubery et al fail to explain is why such flexibility is seen as so undesirable by British workers, in particular. It is also worth noting as a phenomenon without satisfactory explanation that wages continue to rise in the face of three to four million unemployed, and not solely as the result of union pressure.

Frank Chapple might be able to tell us why, but there is actually very little about the bread and

butter issues of trade unionism in his autobiographical. There is much more about his clash with the Communist leadership of ETU, and the famous court case in which they were ousted. His account of this and, indeed, his life story altogether make an absorbing story. Whether one agrees with him or not (and in the end his pathological anti-Communism becomes tedious), he has a fascinating tale to tell, and he tells it with clarity and simplicity. I only wish that more union leaders could be persuaded to write in similar vein. We are informed that a union must be modern and well-disciplined, that there should be strong leadership, but equally more rank and file involvement, and finally that democracy is compatible with the exclusion of Communists from office. All of this may be believable, but Frank Chapple ought to try and persuade us, and not just assert things.

But that is his style. He sees things in black and white. There are heroes and villains (precious few of the former), and without them his stories would not be so amusing. Thus "there was no greater political knave and double-dealer than Tony Benn", and "I have never thought much of Hattersley; he is able, of course, but I am among the many who see him as an opportunist, always ready to use a pledge of over-riding loyalty to the Party as a cloak to hide a lack of basic principle."

Chapple never speaks of the Tories in these terms. Of Thatcher, he says, "I respect her as someone who appears to stick to her guns. I have met her personally at functions and she seems much nicer than the abrasive public image would suggest."

The intellectual level of *Industrial Conflict and Democracy* is that of a conversation in a golf club bar. The author has a doctorate. He was a senior member of the staff of Exeter University. He writes: "The theme of this book has been the Britain must create a winning team within the next 10-15 years by developing the will to win and eliminating those who shoot through their own goal." Frank Chapple is one of those who recommend this book.

Children's Film Festival
NFT, South Bank; ICA Cinema, The Mall; Lumiere Cinema, St. Martin's Lane

What is a children's film, anyway? Is it *Saw Wars* which I endured on two occasions for the benefit of my own children? Or the Saturday matinees of the past, staple kid's stuff, cartoons and cliff-hanging serials to be enjoyed all the more because they were not meant for grown-ups? Not necessarily the best films about children, like *Les quatre cents coups*, and surely not the American thrillers or *Target for Tonight* which left the deepest impression on me as a child in the Forties: the more dangerous pleasure of the cinema were the unsuitable films where you peeped into the adult world of war, murder and confusing relationships.

The Children's Film Festival, sponsored by Capital Radio as part of the 28th London Film Festival, supplies no answer to the question. That is one of its merits. The five films in it were designed as "family entertainment", but apart from that form a group as various as any you could find. It might well have been extended to include such other films in the LFF as the Soviet-Czech-Romanian co-production *A Tale of Wanderings* (Lumiere, November 18; NFT, November 21), a fairy story of a sister's love and search for her kidnapped brother, beautifully made, but with a message about the conflict between spiritual and material values and between individual and collective well-being addressed to people of all ages. There are few themes that cannot be dealt with in the context of "children's cinema". For a really restricted view of life, just look at what they call "adult" movies.

So what the festival is really about is not definitions, but the ability of film-makers to cater primarily for a young audience with films that are not lame or patronizing. And, since four of the five here are British, it is also concerned with the work of the Children's Film Unit and the Children's Film and Television Foundation: their fate, and that of this section of the LFF, depends on the willingness of audiences to recognize that "children's film" is not a limiting category or a device for torturing parents in a dark room, in the accompaniment of hoots, whistles and the endless consumption of clips; but a challenge to the

imagination of film-makers, to recapture a certain vision of the world and to satisfy the least indulgent audience in it.

The audience has not been made any more indulgent by its exposure to television. The two films from the Children's Film and Television Foundation, *Breakout* (Lumiere, November 25) and *Haunters of the Deep* (Lumiere, December 2), fall within what may now be the most demanding category of all, since it competes most directly with the supposedly adult adventure films which pour out of the box. *Breakout*, directed by Frank Godwin, is the story of two birdwatchers abducted by a pair of escaped criminals. Nothing unusual about the plot: what is different is the perspective and the characterisation as the film explores the developing relationship

between the children and their captors, especially Donny the Bull. For an adult audience, it may be a caricature, but it embodies a truth about the way in which children can recognize and bring out the best in adults and the film avoids any simple division into goodies and baddies. *Haunters of the Deep* is a well-made ghost story, set on the Cornish coast.

Neither of these films will bore parents, if only because they sustain the pace necessary to keep their children's fingers from the popcorn; but they will not, on the other hand, do much to unsettle your idea of a "children's film". The *Young Visitors* (NFT, November 17; December 1) might. Anyone who has read Daisy Ashford's book will probably guess what I mean and also be able to appreciate some of the difficulties involved in adapting it.

For a start, it is not a children's novel, but a child's novel, written in a rosy notebook in 1890 by a nine-year-old girl and published some thirty years later with the original spellings and still more original vision of love and manners in polite society.

The comedy in the novel is unintentional and the transition from this to the deliberate comedy of James Hill's screen version is bound to introduce a note of whimsy. It is saved partly by the acting of Kenny Ireland as Mr Saltene and Tracey Ullman as the heroine, Ethel Moultrie; and partly by Daisy Ashford's sturdy lack of sentimentality. Ethel may end up in the arms of Bernard, "a tall man of 29... rather bent in the middle but with very nice long legs fairish hair and blue eyes" who is "inclined to be rich", but she is nobody's fool. The film is good

fun, though it could not hope to compete with the unselfconscious charm of the book.

Unfortunately, I did not manage to preview *Dark Enemy* (ICA, November 17 and 18), Colin Finbow's highly-praised fantasy for the Children's Film Unit. But of the other four, *Christmas Story* (Lumiere, November 18) is surely the most interesting. As well as a very funny film for children, it is a film about childhood and its humour has a menacing edge as if, like the "dare" which makes Randy freeze his tongue to a telegraph pole, it might not be so funny after all. Throughout the film, Ralphie (Peter Billingsley) longs for the Flash Gordon gun which his mother says will put his eye out. She is nearly right: the gun, like Santa Claus, may be a dangerous fantasy, and as disappointing as Little Orphan Annie's decoder ring. What can be relied on in the end, is the strength of the family and its ability to meet misfortune with affection and laughter.

The message is as old-fashioned as the editing techniques or the visual reminders of Norman Rockwell's covers for *Life*. This is middle-class, Middle America in the Thirties, nostalgically recalled through a voice-over narration which suggests our distance from that era of childhood and its values. It manages to observe with the sophisticated eye of the grown-up (the Old Man's prize lamp) and the exaggerating eye of the child (his epic struggles with the boiler). The result is close to the remembered experiences of childhood, and to the double perspective of children's games.

A Christmas Story had been criticised for its infidelity to the book (Jean Shepherd's splendidly titled *In God We Trust, All Others Pay Cash*). The criticism is a feature of most of the essays in *Children's Novels and the Movies*. They are not very well-written and content to analyse treatment of plot and character, usually to the disadvantage of the film adaptation (though there is a useful filmography). Perhaps we establish a special relationship with the vision of some children's books, at whatever age we read them, and resent its violation as an intrusion on a private memory.

Recently re-published, with illustrations by Peggy Parsons, by Chatto and Windus (£3.95).
Edited by Douglas Street (Lorrimer publishing £6.95).

What is a children's film?

Robin Buss previews the junior section of the London Film Festival

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NATD enemy

"The moribund has always been strongly organized," said Dr James Hemming last Saturday at the annual lecture day of the National Association for the Teaching of Drama held at the Polytechnic of the South Bank. Champs of the moribund, elected with opponents of the expressive arts and imaginative teaching techniques in general, were definitely classified as "the enemy" both during Dr Hemming's lecture, entitled "Drama and the Politics of Ignorance", and in the discussion which followed it.

Dr Hemming represented something of a departure from what has become the norm on these occasions: previous lectures have been specifically drama practitioners, like Gavin Bolton. This time, there was a definite attempt to relate drama and drama techniques not merely to the rest of the curriculum, but to the whole world of education. Dr Hemming was chosen because of the broadness of his out-

look, and he did not disappoint, bringing in anecdotes, facts and arguments to illustrate his at times almost apocalyptic view of a planet divided between those who adhere to rigid, authoritarian, hierarchical systems and those who do not.

His emphasis throughout was on the pressing need for schools to further develop as real communities and not just as machines to service the needs of the microchip revolution. Employers, he said, do not look just for magic pieces of paper carrying examination results, but for qualities like the ability to plan ahead, make decisions, think imaginatively, accept responsibility and cooperate creatively with others - qualities which should, of course, be encouraged by drama teachers. The lecture will soon be published as an NATD booklet.

Dick Wilcocks

Composer-educationist

St Pauls School's Chamber Orchestra. Conducted by Hilary Daykin. Wetton, Janet Bolton, Jonathan Varcoe. St John's Smith Square, November 7.

A student of Beethoven and a foremost of a line of educationist composers, Hilary Daykin holds interest in the student of English music in the orchestra, chamber and solo works of Beethoven and his contemporaries. The *Symphony No 8*, though not particularly interesting, is a fine example of his style, and his melodic moments - notably the use of the horn in the first and last movements - are some of his best. The double woodwind section might have been forgiven for

wondering whether Beethoven, who described Potter as "a good fellow with a talent for counterpoint", might have done a little more towards helping the English composer over his weak points.

The orchestra played more confidently in the Beethoven Violin Concerto, inspired by the professional expertise of Bulgarian soloist Vanya Milanova. Though her interpretation of the slow movement could have been faulted by some for an absence of intensity, she brought a fresh, almost folk-like quality to this serene work. There was some excellent ensemble playing, particularly from the strings. In the dance movements of William Boyce's engaging *Symphony No 4* in F, which opened the programme.

Philippa Davidson

Selling Shakespeare

The Merchant of Venice, and Workshop. St George's Theatre.

One cheer for Tufnell Park's St George's Theatre for attempting to coordinate London theatre's set-text Shakespeare output without duplication. Participants include the Young Vic, the Churchill at Bromley and the schemes' publicity usefully includes details of other syllabus plays to be performed in London and the South East.

If only St George's own *Merchant* and the workshop that goes with it were as well coordinated and informative. The workshop (surely the most misused term in the language of education, this) started bouncily enough with an entertaining three minute revision version of the play, followed by a worthwhile reminder of the theatre that Shakespeare wrote for. St George's near-facsimile wooden "O" provided the perfect visual aid. The four actors involved in the workshop made it clear that they were going to "sell" us Shakespeare - a laudable intention when aimed at 200 fifth formers - by enthusing about how his preoccupations like sex, violence, money and race are very similar to ours. So far, so good.

Things started to decline when the pro/anti Shylock argument was introduced. First we were presented with a pre-trial television programme in which different characters from the play said what they thought of Shylock, for and against. Then, two members of the audience were drummed into service to participate in the debate. Needless to say, they were far from eloquent in front of so many peers. Another pair of volunteers were asked to improvise a scene analogous to the one in which Shylock and Antonio agree on the bond of a pound of flesh to secure the loan. In the background the pound of flesh is transposed to a girl friend that

the Shylock character has taken a fancy to, a transposition that's both offensive and inaccurate in equal measure. Incidentally, in most of the acted parts of the workshop, the actors, inexcusably in my opinion, leaned heavily on script.

The thing that I found most annoying was that a large part of the workshop, when not indulging in *Crackerjack* style participation, was no more than a sporadically illustrated lecture on the basics of use of verse, use of prose, choices of imagery - all things that teachers can cover easily in the classroom.

The performance of *Merchant* that followed the morning workshop revealed that our four workshop performers had for the most part been cast in minor roles thus depriving us of little continuity between workshop and production. To its credit, the efficacy of the open stage of the Globe was well demonstrated, and much of the playing was strong, clear and simple, particularly Mary Tempest's admirably dignified Portia and Nigel Hughes rather excitable Bassanio. However, I couldn't bring myself to believe that John Bown's hysterically over-loud Antonio could ever succeed in selling anything (except, perhaps, aspirin) to cost-throat commercial Venice, neither could I see one scrap of good old fashioned evil in Barrie Smith's Shylock, who in this interpretation gives rationale the upper hand over hatred, perhaps this is valid for a broader audience, but it deprives the 15 and 16-year-olds who flock to St George's the opportunity to see one of Shakespeare's great villainous creations at work.

Morning workshops and afternoon and evening performances of *The Merchant of Venice*, *Henry IV part one* and *Hamlet* (a thematic approach for A level) continue at St George's Theatre, Tufnell Park Road, London NW7 0PS, 01-607 1128, until December 14.

Nick Baker

Royal move

London's Royal Court Young People's Theatre will celebrate the International Year of Youth in April of next year by moving into their own specially designed studio in adapted premises in Portobello Road. Fund raising events are being planned to achieve the £40,000 target needed to equip the studio where the emphasis will be on new work by young writers.

Royal Court YPT director David Sulkin recently announced another new project, a young people's opera which is to be co-produced by the Royal Court and the ENO. Playwright Louise Page will be the librettist and Ilona Sekacz the composer of the piece, which David Sulkin hopes "will attract young people to a form which may be as inaccessible and elitist".

NB

Guide to the guides

The New Pelican Guide to English Literature. A Guide for Readers. Edited by G. B. Redden. Penguin £2.95. 0 14 02 2530 7. The first invaluable version of the Pelican guide to the history and tradition of English literature appeared in 1955 and has now been brought up to date and extended. The material appearing in this final volume of the New Guide, now in one volume, consists of a reprint of the appendices of the other 10 volumes. The result is a superb bibliography that covers a huge range of subjects including "the social and intellectual setting of the period" as well as the literature itself, and second, a section devoted to short biographies and bibliographical lists about individual authors. Nobody interested in the development of English culture, and its literature in particular, can be without this, or any of the other 10 volumes.

Kaiya Watier

Views from Christopher Street

Aphrodisiac: Fiction from Christopher Street and The View from Christopher Street. Edited by Michael Denney, Charles Ortleib and Thomas Steele. Chatto and Windus £4.95 and £5.95. 0 7011 39331 and 0 7011 2906 9.

Asked a while ago what changes she would make to her novel *Gentlemen Prefer Blondes* if she were writing it today, Anita Loos replied that she would probably retitlle it *Gentlemen Prefer Gentlemen*. For a while it began to look as though gay was becoming *de rigueur*: far from a drawback, it was becoming a social and cultural clincher. Even the low level shift in sensibility (and marketability) from Tom Robinson's "Glad To Be Gay" to the Frankie Goes To Hollywood video represented a leap forward in acceptance. In 1974 Robinson sounded defensive (and more than a few punters thought he was being ironic) like "Glad To Have Flu": a decade later and the Frankies had to suborn a delay to get "Relax" banned. *Heterosexual* affairs can still ruin political careers, but it would be interesting to have a 1984 re-run of the Jeremy Thorpe affair; how much has changed since then?

England's hypocrisy in sexual matters – and especially in homosexual matters – is always thrown into pers-

pective in comparison with American attitudes. Coming out, one suspects, will never be as complete or wholehearted as across the Atlantic. The gay press here has remained largely polemical, recording prejudice, detailing injustice, providing self-help. In America, something closer to a "gay culture" has emerged though, of course, America is always large and polymorphous enough to allow almost any cultural or social UDI.

Perhaps the best of the American gay magazines – "best" patronizingly read as "of general, non-gay interest" – is *Christopher Street* and Chatto & Windus have just published two anthologies of stories and articles from it. (The point above might better be made by pointing to the absence of a comparable selection from the *British Gay News*.)

The stories in *Aphrodisiac* are selected on quality, not on ideological correctness. They range from the highly stylized Gothic camp of Tennessee Williams' "The Killer Chicken" and the Closet Queen to the Fire Island pseudo-intellectual blitheness of Holleran's "Nipples" (Andrew Holleran's story "Nipples"). Jane Rule's "In the Attic of the House" brings together two generations and wildly conflicting attitudes to lesbianism. The extract from Kate Millett's *Sex* is as confused-

sexually and stylistically – as ever, interestingly the only story in an out and out "modernist style". Fran Ross's "How She Lost It" underlines the pressure of being gay in what remains a straight world. Easily the biggest disappointment (in both volumes) is Edmund White; he may be wildly fashionable but he can't write.

Inevitably, the essays in *The View from Christopher Street* are of narrow or interest than the stories. The anthology is divided into sections: a topography of "the life"; interviews with gays; the "word from abroad" including the final interview with Jean-Paul Sartre (who had "canonized" a homosexual thief, Jean Genet); finally, a long section on "cultural politics". Lesbianism, as the editors explain, is excluded from the anthology as it never was from the magazine.

Both *Aphrodisiac* and *The View* are admirably "non-scene" (as the personal ad have it) and put to rest for good the tired notion of "gay sensibility", limp, hysterical, styled but not thought out. The standard of writing – and of thinking – is excellent. Whether Chatto's boldness will be rewarded with a fully comprehending audience here remains in doubt; both volumes are unmitigatedly American in attitude and approach.

Brian Morton

Specifically gay

Frank Delaney, BBC-2, Monday, Queens, By Pickles, Quartet Books £8.95. 0 7043 2439 3.

Is there – indeed, can there be – a specifically gay sensibility in literature? asked Frank Delaney on Monday. It was a genuine question, prompted by the success of several gay publishing houses over the past couple of years. And although his guests were unable to agree on an answer, their very disagreement said much about the state of gay writing and that gay sensibility in Britain today.

"I don't know what a gay play would be," said Julian Mitchell (rather ingenuously since at least two, *Rents* and *Coming Clean*, have received glowing reviews in the "straight" press in the last two years), but both Adam Mars-Jones and Adam Broomberg, in the good/bad old days the perceptive literary editor of *Gay News*, were on hand to defend the status of contemporary gay fiction. Mr Mars-Jones, as well as being one of the Best of Young British

Novelists, has even edited a collection of same.

It was left to Mr Delaney to raise the point that was only preaching to the converted. There is certainly no British equivalent of *Christopher Street*. Nor will there ever be until the squabbling of various political sub-groups within the gay movement is resolved.

Interminably chronicled in the gay press, the opinions of such factions are entertainingly paraded for the general reader in *Queens*. A wickedly bitchy collection of essays, dialogues and diary entries, it is a compulsive and extremely well-written guide to "the scene", the world of the Screaming Queen and the Rent Boy where a cottage is not a cottage and the YMCA offers far more than a bed for the night. Pickles, its author (whose Christian name is Stephen but curiously absent from the title page) has seen it all, and his account is more bizarre than any fiction.

Hugh David

A writer's life

Sartre Interpellé, French Institute, November 7.

At Sartre is a perennial star of the A level syllabus, there was a large and attentive audience for Gérard Milhaud's presentation. Using a cast of four, a slide projector, a minimum of props, it adopted the format of an "interview", based on the writings of Sartre and Simone de Beauvoir, to sketch an outline of the writer's life and to provide a context for extracts from his plays. The result was a sympathetic and sometimes moving portrait of the man which, with the help of the slides, conveyed some of the range of his work and the atmosphere of his time.

It was rather less kind to the plays themselves. Sartre was directly involved with the theatre for some 15 years of the most productive period in his career when, as well as writing

philosophy, novels, criticism and journalism, he led an active social and public life. It is only too easy to see his dramatic works as an illustration of his ideas and the format chosen by Milhaud made them seem strictly incidental to his political and philosophical beliefs. This was unjust to *Huis Clos* and *Les Mains sales*, though not to *La P... respectueuse* which was correctly revealed as a conjured and unconvincing exercise in anti-American propaganda.

In contrast, a short extract from Boris Vian's *L'Écume des jours*, satirizing a lecture by Jean-Paul Sartre, gave a lively impression of Sartre's extraordinary reputation in the late forties. The evening may have failed to put across all his power as a writer, but it was seldom dull and there was plenty of encouragement to go and find out for oneself.

Robin Buss

Next week

Educational publishing: a special series of articles on the current state of play

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Those who resent the change in meaning of words that seem to them evidence of linguistic degeneration (gay, intercourse, diabolical, aggressive, and the rest) may or may not be consoled by the thought that such change is typical of other languages, too, even of the classical tongues to which they so often appeal for "correct" meanings. For example:

Therion in Greek meant "a wild beast", and *theriakos* was the related adjective, "of wild or venomous beast". One of the important aspects of wild beasts is that they bite; and venomous bites are antitoxes – so *thiakiak*, after dropping the accompanying word *antitoxes* came to mean on its own an antidote to a venomous bite. Latin took it over as *theriaca*, and

With help from the Roman navy

as antidotes frequently took the form of a sweet syrup, the word came to mean any syrup. Spoken Latin gave a form like *tracia*, parent of Italian *tracca*, Old French *trache*, Middle English *trache*, Modern English *trache*. The early meaning survived into English, as Milton shows in writing of "the sovran treacle of sound doctrine".

Again, "amputate", with its sense of cutting off, "compute", with its sense of adding together, and "impute", with its sense of thinking, all come from the same Latin word – *putare*. The original sense of *putare* was "to lop", with a specialized application to the pruning of vines. Hence English "amputate". But every schoolboy knows *putare* as "to think". How does "to prune vines" change into "to think"? With the help of the Roman navy. When Roman naval pursers had account for their stores their naval slang for balancing the books was *putare* – to prune them by cutting out unwanted wood. No doubt it described the process perfectly.

The naval slang caught on, and *putare* became the standard word for "doing the books", and as an essential part of the operation was counting up or reckoning, the word came to mean "to reckon". American usage shows, it is a short step from "reckoning" to "thinking".

From *putare* to reckon comes English "compute", from *putare* to think comes "impute", and "putative". But did some elderly Roman senator thunder against this perversion of that good old word *putare*?



Gerard Hensworth: "Deluge"

Mixed message

The British Art Show: Old Allegiances and New Directions 1979-1984. City Museum and Art Gallery and Ikon Gallery, Birmingham until December 22. Royal Scottish Academy, Edinburgh January 19 – February 24. Mappin Gallery, Sheffield March 16 – May 4. Southampton Art Gallery May 18 – June 30.

Located in two very different galleries, the coherence of this Arts Council touring exhibition was threatened from the outset but because the organizers of this second British Art Show have chosen to present the work under seven thematic labels rather than the two indicated in their sub-title, that threat has become a reality. Probably out of an attempt to confound the expectations of the visitors, there are very abstract, even minimal, pieces at the City Museum and Art Gallery and decidedly figurative ones at the Ikon. Given themes like Visual Poetry, however, both kinds of painting and sculpture appear side by side and at each venue.

There are some gruesomely ugly pieces like Peter Bailey's "P.C.B. in Isenheim and Butenow (A Satire against Marriage)", a grotesque parody in which Grunewald's already gangrenous Christ becomes a mixed media, neo-Romantic one like Thérèse Oulton's "Old Gold" where form and space fuse in great swathes of deep, autumnal tones. But if Bailey's picture can be happily lost in the cluttered arrangement under the City Museum's great dome, Oulton's elliptical poetry is destroyed by the peach-coloured curved wall. At this point in the exhibition, the presentation is so perverse that the stone plaque and set of twelve photographs that compose Ian Hamilton Finlay's "Inscription" almost disappear into the panelled dado.

The other rooms at the City Museum are more clearly organized. Photography underpins the pieces in the section devoted to Presenting George; whether it is Gilbert and Sullivan's stridently narcissistic "Blooded" or Marc Chagall's "Blooded" or Marc Chagall's "Blooded".

style, painted decoration on wood or glass screens. Even Helen Chadwick's finely-crafted plywood cube, "Geometry Sum IX: High School Age 13", is overlaid with dark associated, photographic images of Gerard Hensworth's "Deluge".

Elsewhere, under the very auspicious title Signs of Language, Arthur Cro's large steel sculpture, "After Emma", stands next to Kenneth Martin's equally linear painting, "Order Change 27", while his one nose, cast and welded "Bombardier" looks down on Richard Long's "Three Contrasted" "Winter Circle".

As an assemblage of Cornish slate stones that evoke ancient rural rituals, Language itself is the medium in Long's "Three Moors Three Circles", a record of a 108 mile walk, and words in printed, inscribed or freely-painted form recur throughout the entire exhibition.

Above all in Mary Kelly's "Partum Document, Documentum VI", a recondite, autobiographical piece that has already appeared in book form. The most coherent part of the exhibition is that at the Ikon Gallery. There is some sense in following the work of older, socially engaged painters like Kossoff, Auerbach and Kline with that of younger, more provocative performers like Bruce McLean and even more in using these as an introduction to the openly rebellious group downstairs. Here, the tone is set by Kevin Atherton's "Television View", a confrontation between the artists and "Coronation Street", the social and political interrogation of this video installation is aggressive and perverse that the stone plaque and set of twelve photographs that compose Ian Hamilton Finlay's "Inscription" almost disappear into the panelled dado.

Michael Clarke

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INFORMATION BOOK AWARDS: JUDGES' REPORTS

Travelling hopefully

Patrick Eavis on the senior winner and runners-up

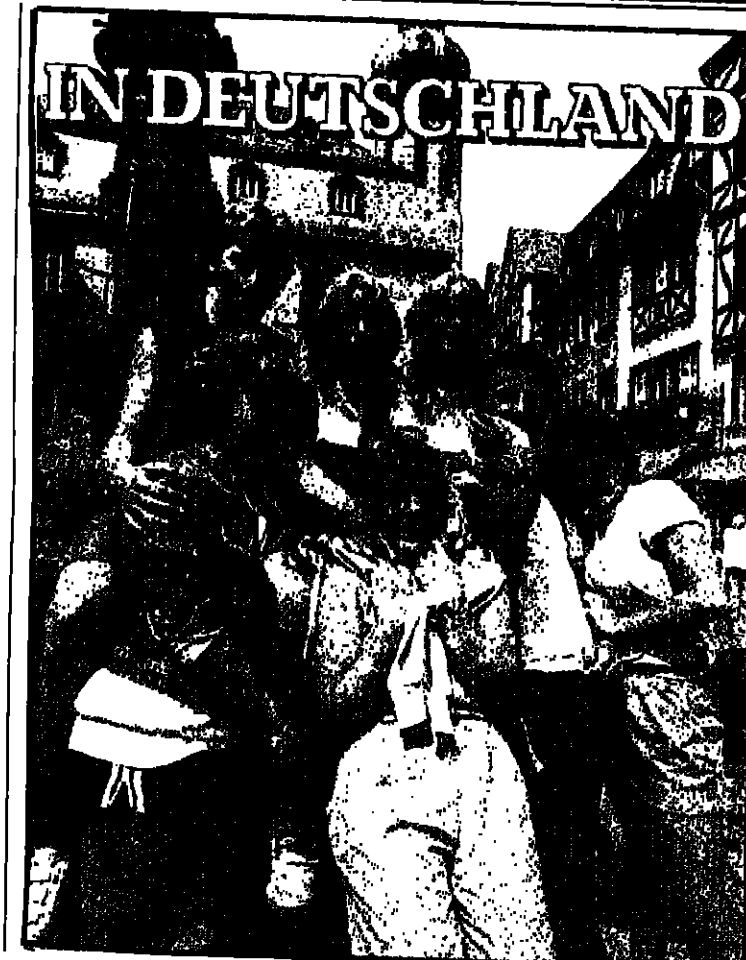
Two years ago the judges in this competition bemoaned the lack of good travel books for children. This year there were four, one is the winner and another a runner-up. In *Deutschland* makes me want to go to Germany tomorrow, and it would provide me (the only judge in the competition who knows no German) with easily accessible vocabulary for the trip. The organization of the book is excellent with sections on preparation, the visit, and recapitulation, and all done with tremendous vitality and enjoyment, getting behind the conventional tourist facade to the small, interesting, and useful details. Each page is crammed with information about different aspects of German life and habits with a seductive presentation that cleverly mixes text, good photos, cartoons, diagrams and German vocabulary. It was a clear winner.

Discovering the National Trusts (Trusts=National Trust and National Trust for Scotland) is a different sort of travel book, appropriate for a year in which we are celebrating our heritage. Perhaps it is the child's equivalent of a coffee table book, and it certainly suffers the inevitable discontinuity of a book that deals with a different site on every double page, but it does create interest, it makes you want to go and discover. It is well presented with beautiful pictures but what I like most is that it avoids the mistake of

equating heritage with country house preservation and argues the need of careful management in the conservation of coast lines, rivers, fenlands, woods, bird sanctuaries, windmills and watermills. There is an ecological campaigning flavour which I hope is shared by the National Trust establishment. I finished the book feeling much happier about my annual subscription and with plenty of ideas of how to make it a more worthwhile investment.

The second runner-up is also concerned with heritage. The *Christian World* is the fourth book in a very good series on Religions of the World. The series intelligently responds to the need for inter-cultural understanding at a serious level of religious belief and this book is as good as the others. Factually correct, sensitively written and illustrated in ways that could give no offence to any branches of the Christian Church mentioned, it is also very attractively presented. Impoverished religious education departments have too often had to rely on a selection of dreary text books or the partisan glossy handouts from the evangelical press. Here at last is an alternative.

In *Deutschland*, By Rod Nash, Nelson £3.25. *Discovering the National Trusts*, By John M. Parry, The Christian World, By Alan Brown, Macdonald £5.50.



This year's senior award has been won by *In Deutschland* by Rod Nash, edited by Penrose Colyer, designed by Wendi Watson, with cartoons by David Parkins, and published by Thomas Nelson and Chancereel

Passion in print

Geoff Fox on some oddities and surprises

In *Spiders of the World*, "After all, apart from the difference in the number of legs, there is little to choose between a furry little kitten and a furry bird-eating spider of similar dimensions". This book, like all the Blandford entries about the natural world, has superb colour photographs.

Unlike most of the writers, Michael Allaby took account of how his readers might actually get into the information. The Food Chain used the Fighting Fantasy decision-making approach (Pick your own way through the world food problem). We also enjoyed *Copepods*, a well-produced book linking artefacts you might find in museums or country houses with straightforward ways to make something using the same principles. The tone may seem a bit Hamstead-precious, but it would be a pity if teachers in both junior and secondary schools missed this book as a classroom resource. In a quite different vein, we thought the careers room of any secondary school should be furnished with a copy of *Unqualified Success*, a detailed and purposeful guide to help school leavers around the market: what's involved, for and against! (Funeral Directing: "some corpses are not a pretty sight"), qualifications needed, prospects and addresses.

Sometimes, an author's specialist reach exceeded our grasp. With not an angler among us, we thought ourselves well-placed to get into *Start Fishing: A Guide for Beginners*, only to be left floundering among terms like "light legering" and

the intelligence in the first paragraph that "For ultra-light spinning a delicate 7ft (2.1m) rod comes into its own, as does the version with a cranked handle for use with a multiplier reel but, again, this type need not concern the beginner". Some of the captions, however, struck a lyrical note: "This lad trots the stream where two waters meet." (The author of *Hover Craft* also hit upon a happy phrase to describe *Icarus*' flight as a response to a "great and burning attraction".) Apart from *Start Fishing* and *Olympics '92* (a shameless rip-off to catch the fast LA buck – what on earth have Bryan Robson and professional soccer to do with the Olympics?) we had no sports books to consider. Do publishers believe young readers are adequately provided for by adult sporting literature? There is still a gap here.

Inevitably, idiosyncrasy sometimes descended into the bizarre. Last year we had a bulky Field Guide to Dinosaurs; now, perhaps with a concern for greater agility when cornered, Kingfisher offer a Pocket Book for dino-spotters. 1984 also provided an interesting crop of surprising pictures and captions. Felix Lorenz (Drawing Made Easy) wittily inquires, "What does a cow really look like? Don't rely too heavily on your memory – it could deceive you!" alongside a picture of what looked pretty much like a bull to the panel. Desperate to enliven pages of lists with illustrations, the Kingfisher Pocket Thesaurus confided (beside a picture of a piano) "The piano is a

musical instrument" (beside someone sitting down) "A chair to sit in" and included a picture of a jug in evidence used to illuminate "pouring". The features of HM Queen in *Where Is It?* suggest that somewhere along the line the House of Hanover entertained a Mongol Emperor.

The captions which most disconcerted the panel however, were in the medical field. The *Human Body* came close to violating the Trades Descriptions Act since it avoided the naughty bits altogether as its sturdy pop-up models leapt out at one from the page. Dr Alan Maryon-Davis (Body Facts) had no such inhibitions. His is a post-Falklands extrovert approach: "Like frogmen commands on an underwater raid, the sperm have to find the tiny entrance..." *The Children's Guide to Paris and The Children's Guide to Rome*. By Clive Under-Hamilton and Irma Kurtz. Abelard £4.95 each.

Spiders of the World. By Rod and Ken Preston-Mafham. Blandford £8.95. *The Food Chain*. By M. Allaby. Deutsch £3.95. *Copepods*. By Marianne Ford. Deutsch £6.95. *Unqualified Success*. By J. Gabriel. Kestrel £8.95. *Start Fishing*. By Arnold Wiles. Benn £4.95. *Hover Craft*. By Angela Croome. Hodder and Stoughton £6.95. *Olympics '92*. By Ann Griffiths and David Minton. Blackie £1.95. *Pocket Book of Dinosaurs*. By Michael Benton. Kingfisher £3.95. *Drawing Made Easy*. By Felix Lorenz. Bay Books £3.95. *Where Is It?* General Editor, Lesley Firth. Kingfisher £4.95. *The Human Body*. By Jonathan Miller and David Pelham. Cape £8.95. *Body Facts*. By Dr Alan Maryon-Davis. Macdonald £4.95.

of little men running along tunnels inside keyboards. If you can recognize a string variable, you don't need to see a cartoon figure locking it up.

The greatest worry remains the question of how the books are to be used. This problem can perhaps be best seen in the Cambridge Science Universe (Cambridge University Press, eight volumes, £5.95 each). Avowedly a science encyclopedia, it seems a distinct advance on the many large-format, full-colour books that dominate this corner of the market. For starters, the illustrations are generally excellent and the design handsome. Furthermore, it is actually possible to read each of its eight volumes from cover to cover in page order. (Too many books still seem to feel a need to disperse information in a clutter of captions, panels and sub-articles that defy coherent study.) Even so, the organization of the Cambridge Science Universe is almost impenetrable. Admittedly I am not a scientist, but I can discover no logic in the sequence of the volumes; there is no overall index and no cross-referencing.

What the information book world seems to need is a late-twentieth century Arthur Mee; someone who can devise a young person's (if not Children's) Encyclopedia that might prove a readable and usable information library, properly indexed, and written in a style less bland than the one which turns so many potentially exciting books into the merely worthy.

Librarians and aunts

David Self on publishing trends for the teenage market

At . . . Flight, Macdonald £4.95. Some are by Robin Kerrid (Collins Guide to Modern Technology, Collins £6.95; Just Look At . . . Living in Space, Macdonald £4.95). Amid this silicon futurology, it is a positive relief to discover a maverick like Shakespeare's *Birds* by Peter Goodfellow, illustrated by Peter Hayman (Kestrel £8.95). Of little use to either literary critic or ornithologist, it is seductively beautiful.

Once famous for providing beautiful volumes for their bookshop "Corners", Batsford now have a deserved corner in history and social topic books for the school library. Series such as *Living Through History*, *Twentieth Century World History* and *Science in Today's World* (and especially those titles written by Richard Tames), offer effective introductions to their subject areas, even if a generally imaginative anthology of original source material like *Victorian London* (by Richard Tames, Batsford £6.95) can prove patchy; it contains little information about the influence of the City.

It has been a particular pleasure this year to see

a number of books celebrating one particular minority ethnic group, the Scots. The artwork of *Kings and Queens of Scotland* by Eileen Dunlop and Antony Kamm (Richard Drew Publishing £2.95) may leave something to be desired but it is nice to learn that Macbeth was a good king, ruled for several years "and went on a pilgrimage to Rome, where he threw money to the poor".

This year has also seen a decline in the number of health (ie, illness) books. There are still those which told your judges more than they wanted to know about the lower-bowel while Jonathan Miller's *The Human Body* (Jonathan Cape £8.95 but 33p from a well-known book club) was fairly boring as pop-up books pop. Mercifully, we seem to have been spared "Junior Teach Yourself Surgery".

Sadly, computer books are still stained by the dank hand of editorial assistants who seem to think that introductions to *Writing Your Own Programs* (by John Parry, Piccadilly £4.95) will be comprehensible only if provided with decorations

Handy £3.99; Just Look

INFORMATION BOOK AWARDS: JUDGES' REPORTS

Noble failures

Mary Jane Drummond on the fruitless search for a junior winner

Short-listing was quite straightforward. In one corner we heaped the books that we had greeted with wild shrieks and howls: "disgusting! how dare they? I blame the publishers!" In the middle we built a smaller but still respectable pile, category "harmless"; and that left the eight books in front of me now. It was the next step we couldn't bring ourselves to take; however we reshuffled them, our feelings for any one of them didn't become less mixed; and our misgivings never gave way to an overwhelming rush of pride in a prize-winner.

It's not that these books have a lot in common, beyond their status as also-rans. Two of them are about little furry animals, it's true: *Mice and Birth of Pigeons*. And they are both good examples of a trend we discerned in "harmless books" as well—a trend for the finished book to make more of its subject matter than is really warranted. *Mice and Pigeons* are both full of stunning photographs of mice and pigs doing what comes naturally—but in spite of all the glossy finish and oh-so-carefully worded text, no one, author or reader, ever seems to get to grips with anything challenging or difficult. The dear little pluggies never get within spitting distance of the sausage factory; and the only enthralling new piece of news about house mice—that there's a new fatter, furrer strain living in frozen meat carcasses—is left as a tantalising snippet. I wanted to read the full biology of the freezer mouse, and resented being fobbed off with instructions not to forget to feed my pet mouse, if I have one. You don't need an information book to tell you that.

The authors of *I am a Jew* and *Winter comes to Sheepfold Farm* have a lot more to be proud of: they've taken jobs worth doing, and done them well. All three Sheepfold Farm books, published over the last three years, are a pleasure to look at, to read, and to own. I've learned something new about sheep from each of them; this year, about reaser rams, and the "optical delusions" achieved by crafty clipping of the fleece before the big

sheep shows. But the characterization is a little empty, and if, as I suspect, we're going on to "Candlemas at Sheepfold Farm," "Ladyday at Sheepfold Farm," and so on, I wish young Polly and Tim were less of a muckness, and more of separate individuals. And, alas, what is an information book? If, like me, you learned most of your history from Shakespeare and *Gone With the Wind*, you might have been tempted, as we were, to junk the distinction between fiction and non-fiction. But caution, and the judges' rules, were too much for us, and sadly we re-sorted Sheepfold Farm into a new pile—"inelegant."

I am a Jew is a closer shot. It is the best of this year's attempts to portray our multi-cultural society through the eyes of a child; here, 10-year-old Iana. She's the youngest of an ordinary enough Orthodox family, living happily near London; their life-style is vividly presented, and you can almost taste the matzo. But when you look closer, there are too many proper names and too little explanation; too many facts, and too little to bind them together; too much information and too little help with what to do with it.

Meatballs and Molecules pairs itself off nicely with *Adventures with Micro-organisms*. There is at least one big adventure in this last, or there could be. Project 8, "Making Wine", is full of warnings about the dangers of boiling water, but once past Racking and Bottling, caution is thrown to the winds "If the taste is good, there is no reason why it should not be sampled straightaway after bottling". I rather relish the thought of the

11-year-olds who get this far swilling down all 750 cm³ of their Chateau Dried-mixed-fruit. The rest of the book is much more sensible, and packed with genuine, and interesting, information; though I can't believe that the best way into the biology of micro-organisms is through making a model virus (you'll need 10 spheres of expanded polystyrene). *Meatballs and Molecules* is the "science of food", and there's a good deal of real science in it. The tone of the text is just right: chatty without being too Joyce Grenfell, and well-matched to the age-group, with a tin of baked beans being used as the standard reference point. And I must admit to enjoying the cartoon-style illustrations; little chunky molecules, reminiscent of rather refined Mister Men; and lots of happy little baked beans running around in silly hats, and diving into their tin in snorkel and mask. But the combined effect is uncomfortable: the text and pictures just don't go together well. Don't the pictures somehow trivialise the text? Aren't the cartoons subtly saying—"look, all this science stuff is a bit of a joke really"? I think there's more to science than that.

The last two in the pile were the nearest to the real thing, according to me. They are both brave attempts to do something really difficult—explain the world and the life we lead in it. *The Story of Life*, a primary school library view of evolution, has some very impressive and unusual moments. Far too few science books for children underline, as this one does, the mystery and the wonder of science. And very, very few choose to

spell out this message: "Knowledge is always incomplete, like a journey without end." There are low-spots as well: too many different illustrators, too many different topics covered, the rate of one double-page spread apiece, the worst of all, a badly-missed opportunity for anti-racist teaching on race.

The World: People and Places is another failure. It is published by the Save the Children Fund (with Macmillan Education), and has a humanitarian axe to grind. The authors are impressed with the world we live in, and make honours about saying so. The best sections of the book, "People" and "Countries", contain material for children, and adults, of all ages about differences in life-styles and standards. Facts and figures are presented with dramatic simplicity. Did you know, for example, that every 100 people in the world, only 5 own a television, only 20 a radio? And now you know it, can you ever forget it? But, but, but, the bitterness of many of the pages and the tediousness of the paragraphs are, in the end, unproductive. And the presentation is, frankly, second-rate: illegible captions, poor colouring, even a spelling mistake. It's so nearly a good book—please try harder next time.

Nature in close-up: Mice. By Ron Wilson. A & B Black £3.50. *Birth of Pigeons*. By Jane Miller. Dent £4.50. *Meatballs and Molecules*. By Lesley Newman. A & B Black £3.95. *Adventures with Micro-organisms*. By Dr Bishop. John Murray £4.95 and 2.95. *I am a Jew*. By Clive Lawton. Franklin Watts £4.50. *Winter comes to Sheepfold Farm*. By Susan Williams. Gollancz £4.95. *The Story of Life*. By Cullin Banlock. Watts £4.95. *The World: People and Places*. By Kenneth Maclean and Norman Thomson. Save the Children Fund and Macmillan Education £3.50.

Spelling and Grammar. Trepidation because I'm entirely familiar with the dangers of spelling carelessly of the importance of structure. Necessarily, it is sad and frustrating to find yet another book perpetuating the myth that our public organic language can be made to conform to a set of prescriptions based upon Latin. This one pretends that English nouns can be masculine, feminine, common or neuter. If you are wondering what English words are masculine, the answer is "man", "earl", "nephew", "son", "nail", "stallion". Neuter words, on the other hand, include such as "apple", "garage", "kettle", "umbrella". The potential comparative leagued at the these lists is never discussed, nor has the compiler of the book grasped that, in languages which have it, gender is simply not related to the sexual orientation of the objects named. In very large part, this book is simply a mad catalogue of irrelevant classifications and non-existent distinctions.

The Story of Pierre the Pilot. By Margaret Cress. Bay Books £3.50. *Motorcycles*. By N S Barrett. Franklin Watts £4.50. *What am I Doing in a Step-Family?* By Catherine Berman. Angus and Robertson £6.95. *Emma's Cat Dies*. Jason Brooks His Am. By Nigel Snell. Hamish Hamilton £2.50 each. *Emma and Grandpa* 1. Emma and Grandpa 2. By Joy Whitty. Longman £3.95 each. *The Ladybird Book of Spelling and Grammar*. Compiled by Dorothy Paul. Ladybird 70p.

Poverty of purpose

Gerald Haigh looks back in disbelief

with only in its racing form, and the fascinating tale of the rise and fall of the British motorcycle industry, stays untold.

While some authors seem adept at carrying a watery void out of the rich wealth of material confronting them, others seem far too anxious to leap in and fling well-defined boundaries around areas which are diffuse and hard to qualify even if they exist at all. Thus, while some children undoubtedly do find it difficult when their parents re-marry, the notion of defining their worries in such a way as to make it possible to write a helpful book for step-children is surely absurd. Nevertheless, as you might expect, someone has done it, with predictably silly results. What am I doing in a Step-Family? spends most of its time explaining fears and worries which most step-children have never thought of. "Your mother is no longer your father's wife, but she is still your mum." What step-child ever doubted it before reading this? The judges decided that this book ought to have a companion volume about aunts. ("It was not true that people will run after you in the street pointing and laughing.")

Equally misdirected are the books by Nigel Snell. The idea, for example, that by describing a little girl's relationship with her cat and then going

on to say that it got run over one night, you are in some way "dealing with" the problem of youthful grief for a pet, is so patently absurd that I find it difficult to comprehend the reasoning which is at work. Had the book started with the cat's death and then gone on gently to probe all the consequent emotions throughout the family and over a period of time, then it might have achieved something. I suppose this approach was rejected as too obvious.

After all this ennui it comes as positive relief to find a book which at least provokes the positive response of buttock-clenching embarrassment. Such, Dear Reader is *Emma and Grandpa* in its various seasonal forms. I offer you, without comment, the following passage.

"What's that table doing there? And that plate? And look what's happened to the gate! It's open wide. The precious grass is trampled everywhere. A glass of coke! A pot of tea! Picknick! Calamity!"

And in case you were wondering, the illustrations are none to brilliant either. Lastly, and with a little trepidation, I loose off a burst of irritation at *The Ladybird Book of*

amuse themselves drawing pop-eyed molecules and chromosomes with wings. "Give it a whizz" is a confusing design principle. Why hurl the Beaufort Scale about the sky when it makes its own shapely point in a gradual crescendo of turbulence, from a breeze to a tornado?

Curiously begins at home, but occasionally preachers of this doctrine fail to practise it. A First Book Of Birds exhorts young ornithologists to "Start in your own garden—get to know the most common birds first"—only to turn immediately to the cormorant and the great egret, grebe (by Peter Holden and J T R Stewart, Macmillan £1.25). The conflict between the facts, aspiration and fillement and fidelity to the facts, aspiration and fillement, is most clearly seen in predictions of the future. Children are promised a half-kilowatt shuttle service to the moon when they grow up, and a chance of longevity, if not of immortality, thanks to transplant surgery and cryogenics (by deep-freezing of corpses. For further details, see the inebriated Christiana Barnard's *Junior Book of Macmillan*, £1.25). Other authors discuss gloomier prospects (well, we'll have to break the rain forests will have disappeared within 10 years; and, at this moment, one in nine people is starving and one in three malnourished, in the vale of dictatorial words of Beverly Birch (Moy Library, Macdonald Educational). "What do you think should be done so that every child has a good food?" Over to you, postscript.

Mixed fodder

Marion Glastonbury on new ways of getting it wrong

"Oh little Orue, please tell me what it is all this for?" "Well, I'm so small," he sobbed. "Gruesomes don't want to know."

Verse gets, if possible, worse in *Emma and Grandpa* ("as seen on TV") by Joy Whitty. Longman £3.95. Still, the muzzily delineated old man is a caregiver, and perhaps we should welcome any modification, however small, of conventional sex-roles, saluting Dad's supervision of both-time in "Fud Puff Blow" (Macdonald Littlebody Books £2.50) and the choice of a working mother for the star part in *Nurse* (Franklin Watts £4.50). Certainly ambitious girls who love animals can take heart from *The Vet* by Anne Stewart (Hamish Hamilton £3.50), a robust account of Derbyshire Deborah's working day, up to her elbows in lambing and calving.

This is one instance of a general inclination to avoid prudery and squeamishness: Descriptions of the digestive process end on the lavatory, and, if you've always wondered how astronauts manage, you can now find out: The simplest explanations such as those in Joy Richardson's *Adventures with Micro-organisms* are more than they have done for

self (Hamish Hamilton £2.95 each), show one physiological system at a time and the resulting crudity is somewhat off-putting: bulging tubes, a head impaled on its own oesophagus, blood welling up like pink icing on a cake. Compare this with the luminously precise revelations of animal anatomy in *A & C Black's Nature in Close-up* (each): featuring the badger's paw, the boar's membrane, the rabbit's pearls which never stop growing, and the hooked hairs which attach the ant's larva to its siblings thus enabling them to be carried about in bundles. If only humans were as photogenic!

A Farm in the City and *The Albany Road Mural* (Hamish Hamilton £3.95) offer a pleasant and unpretentious glimpse of school activities in London and Bristol, while the family life of a 12-year-old Yoruba boy is memorably recorded in the sombre glow of Carol Barker's *Village in Nigeria* (A & C Black £3.50). More wide-ranging surveys of diverse communities tend to juxtapose, and jumble photographs and water-colours, as in *More than they have done* by

amuse themselves drawing pop-eyed molecules and chromosomes with wings. "Give it a whizz" is a confusing design principle. Why hurl the Beaufort Scale about the sky when it makes its own shapely point in a gradual crescendo of turbulence, from a breeze to a tornado?

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Getting the knowledge

Beverly Anderson compares the available children's encyclopedias

Recently, while straining to recall some biology in order to explain genetics to a trusting eight year old, I realized that the time had come for some reliable back-up. But where to go?

Over the years as a teacher I have tried to advise parents in a similar predicament. Even when they have little money to spare people are prepared to spend considerable sums if they think it will help their children's education and sometimes the spur has been doorstep offers involving substantial amounts.

When children are not at primary school there is a lot to be said for buying specific books on the subjects which interest the particular child, and there are now a lot of excellent series to choose from. But children can benefit accidentally from browsing through a large reference book or having available a set of volumes which can allow for chance discoveries while looking up something specific.

It is also handy to have something available which covers a large number of subjects, even if it is written at adult level, so that as new and unexpected questions and interests occur the adult can bone up quickly and then explain to the child in terms that are suitable. Ideally, every home or classroom would have access to several sorts of encyclopedia as well as single subject reference books but hard choices often have to be made. What happens when an expensive set which is suitable now is outgrown? Should one go for something cheaper which the child can use alone or will this be too limiting? If the answer is an adult set which will delay the child's chance to pick up valuable skills associated with using reference books?

Some of the volumes I looked at seemed unsure about which market they were aiming for.

To provide some sort of base for comparison, I looked up the same three subjects in each encyclopedia—"gene", "atom" and "Guy Fawkes".

The Cambridge Science Universe (8 vols, £12.95 each), was obviously not going to be able to help with Guy Fawkes but one would have expected something about genetics in a volume about *Patterns of Life*. In *Earth*, I could find none. Atoms, however, were discussed in detail on a handsome two-page spread in *Outer Space and Inner Space*. The language and concepts were pitched at around the 11-plus age group, but despite the clear and attractive diagrams and the fact that the information was up to date, this series seemed more suitable as a supplement than as a mainstay, either for a home or primary classroom.

Hamlyn publishes a variety of encyclopedic works. The *Giant Book of Knowledge*, (£6.95) is described as a family encyclopedia, in a single volume alphabetically arranged. It has a number of photographs and rather

undistinguished illustrations. The print is large and clearly set out, but the language is fairly demanding. Though there was no entry for "gene" as such, a separate entry under Mendel which included the standard diagram showing how he worked out the laws of heredity. Even a non-scientific parent could use it to help explain inherited characteristics to a child.

The article on atoms is concise, leaving out the quarks and leptons one gets in the Cambridge set, but with good diagrams. Guy Fawkes is dealt with briskly. Quite a good buy.

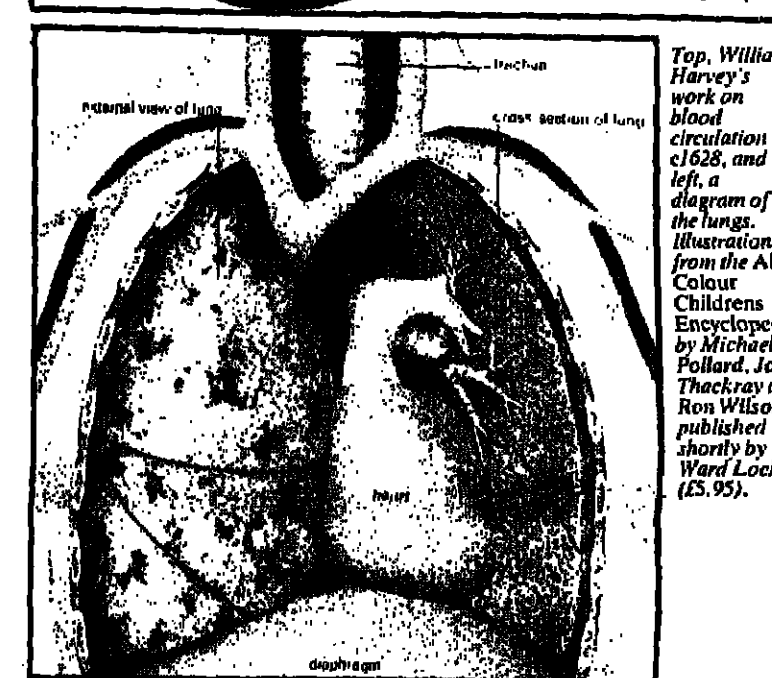
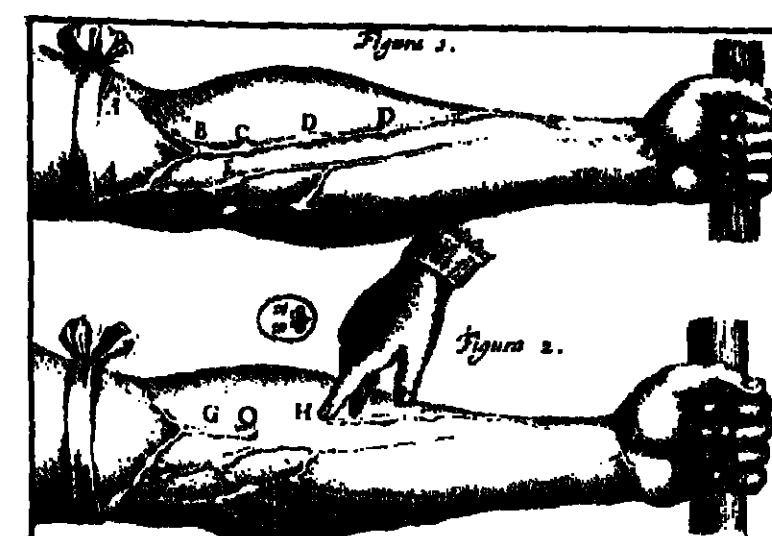
Of the specialist encyclopedias put out by Hamlyn My Favourite Science Encyclopedia, (£3.99), has two pages on atoms but nothing on genes. It has an index at the back, the language and style are suitable for 8 to 11-year-olds, and it has good illustrations. All About Us, (£3.99), has a good clear account of genes and heredity but no index. The paper quality is poor and the illustrations old-fashioned and rather sentimental.

Hamlyn's Modern World Encyclopedia, (£2.95), is an attempt to provide a one-volume picture of the world today. It has an index but there is no entry for atoms, however, and they give intelligent summaries of the issue, including a good account of the need for new energy sources. This might be a useful addition to the reference collection of a class or family but hardly a primary or principal source.

Several other single volume works are worth considering. The Junior Pears is well known. At £6.95 and frequently revised, it appears at first sight to be good value. But despite a lively introduction by the editor Edward Bishen I found it disappointing. Divided into sections such as "The World", "History", "Geography" and "Famous people", "Railways", "Ships", "Something to Join". "A Dictionary of Science and Mathematics", etc. It attempts to provide the "gleaming bones of information" and lists other books for further reading. But the approach is confusing and muddled. Though it might appeal to a browser, especially one with good enough eye-sight to cope with the tiny print, it is written in adult language and I could not recommend it on its own as an adequate work of reference. The item on atoms was a bit fuller than in the Hamlyn *Giant Book*, but as there is no index, I had to track it down to the section on "Science and Mathematics". The entry on genes gave little help with heredity, and Guy Fawkes made only a brief appearance in the section on "Famous People".

The best one volume encyclopedia I saw was The Children's Encyclopedia (Kingfisher Books, £7.95). A short, good-looking book, with clear print and an attractive mixture of photographs, illustrations and diagrams.

Macmillan's Children's Encyclopedia, (£6.95) is described as a family encyclopedia, in a single volume alphabetically arranged. It has a number of photographs and rather



Top, William Harvey's work on blood circulation (1628), and left, a diagram of the lungs. Illustrations from the All Colour Children's Encyclopedia by Michael Pollard, John Theakston and Ron Wilson, published shortly by Ward Lock (£5.95).

grams, it is alphabetically arranged with two or three items per page. Opportunities for accidental discoveries abound and the cross-referenced items are highlighted as capital letters. The indexed entry on genes turned out to be an item about Gregor Mendel, with a clear concise account of his work, written in language that a primary school child would understand easily, accompanied by an attractive diagram of Mendel's work with peas.

The entry on atoms was equally good and Guy Fawkes was dispatched adequately in a paragraph.

Macmillan's Children's Encyclopedia is edited by Leonard Soley and costs £12.95. It is divided into sections such as "Our Body" and "Our Health", "Folklore", "Government" etc and has a clear index. It is plainly

set out and well illustrated but not only was there no reference to genes in the index but the item on Mendel though no shorter than the one in the Kingfisher guide, was less informative. Guy Fawkes didn't appear but I was pleased to see Guevara, Che and a section on "International Organizations", which seemed to support the publisher's claim that this is a volume for "children of the eighties". Though comparisons, as Mrs Malaprop would remind us may be "odorous", in this case I would opt for the Kingfisher single volume which a primary child could use with pleasure alone.

The Collins Family Encyclopedia has tiny print but it only costs £4.50 and offers very brief summaries of a large number of subjects. This is very much an adult guide, which reminds one of

basic facts rather than explaining them to the uninitiated, but it is handy as a pocket guide.

The Guinness Book of Answers, (£6.95), is described as a "Handbook of General Knowledge". It seemed overwhelming, confusing and poorly set out. Atoms were discussed under "Physics" beginning with the section on Ernest Rutherford. "Quarks" and "mesons" appeared on the fourth page of dense print in this section, along with "gluons" and "leptons". I found it incomprehensible even after several days of reading definitions in other books. The two-paragraph entry on human genetics was equally baffling and Guy Fawkes did not appear.

He was, however, fairly prominent in the two volume Oxford Children's History, £9.95 per set. With clear print and excellent illustrations this set is suitable for young readers but the style was disconcertingly vivacious: "Bonfire night! The frost in the air makes the flames seem even brighter... Why do we call it a guy and why do we burn one every fifth of November? To get an answer we need to go back to the year 1606 and so on, for two pages.

But what about the juggernaut—The Children's Britannica? The standard version, in a handsome red binding, costs £144 for 20 volumes, though at present there is a special offer on mail orders in an economy binding for about £83.

The quality of the entries varies with the contributor. The four pages on the atom, for instance, though thorough, read like a dull fourth or fifth form essay. The text would be too difficult for many of the 10 to 11-year-olds at whom it is apparently aimed, though it is intended to remain useful to children right through their school days. By contrast, the entry on genes was interesting, clear and concise, with a very good model of the double helix. The complementary section on "Heredity" was also well written, perhaps by the same contributor, though no better than the one in the Hamlyn *All About Us* volume mentioned above.

Guy Fawkes was dealt with in a restrained but interesting manner which I greatly preferred to the hectic tone of the Oxford book's account. Though the cost of the Children's Britannica is high and the text apparently uneven, it covers an enormous amount of ground. Some entries will of course date rapidly, though the annual Yearbook attempts to deal with this problem. But unless one can afford an adult Britannica there is much to be said for investing in this version, if the money is available.

Falling that I would recommend the Kingfisher volume which, as well as providing pleasure for a good reader of primary age, can also serve as a useful crib for parents or teachers under pressure from their hideously enthusiastic and inquisitive young charges.

Work it out

There is nothing like planning ahead. It appears that every publisher, whether mainstream or specialized, must get into the career and job information market. It does not much matter whether the books are intended for the junior or middle secondary age-range. The important point is whether the books convey a sense of what it is like working in a particular job and if they are put together in an attractive and lively format.

The *Cherryblossom* series is for young children. These latest titles cross gender and job boundaries—from dustman to hairdresser. The texts are informative but not condescending. The colour photographs are well thought out and are directly linked to the text, and care has been taken with the overall structure of the books. Although they are slim—24 pages—they are excellent value and would extend a child's knowledge and understanding of the particular jobs involved.

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could be used at the lower secondary range. The format of each of the recent titles is identical: 54 pages, all corresponding to a certain stage in the working day. On each page is a title and a photograph with a short supporting text—not a bad idea but a pity the photographs are black and white.

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life of a wide range of people. Excellent photographs and illustrations and a punchy text give a realistic impression of working life.

People at Work has 24 titles in its series. The jobs cover a broad spectrum from self-employment to insurance, light engineering, the civil service, a hotel and a brewery. Each title includes the variety of jobs in the industry concerned. So *Working at a Port* includes, for example, the jobs of a shipping clerk, the case driver, the pilot and the customs officer. The series successfully attempts to reduce stereotyped images of the roles of men and women. My only worry is that the book design in some of the titles has too many blocks of text which might be off-putting for some pupils.

Working with Disabled People and *Working with British Rail* are both for the 16-plus age range. The books are packed with information, written by people who know their occupations well; in these cases a physiotherapist and the chief personnel officer for the London Midland Region of British Rail. The authors have written well but I do think that the publishers could have provided them with a less dull

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YOUR DISCIPLINE IN SCHOOL

by Richard Farley
... refreshingly forthright... good humour and contains a mountain of good advice for teachers.
(Educational Psychology)
"The approach is down-to-earth, practical and optimistic." (A.M.A. Briefing)

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Dr. Rimmington carefully examines the assembly's background and purpose, and offers many sources of help to those conducting this important daily event.

YOUR INTERVIEW QUESTIONS

by Oliver Hamilton
The author himself a much and well-travelled candidate for teaching appointments, and now a primary school head, here suggests a range of possible responses to over thirty commonly-encountered interview questions.

All 32pp. £1.50 each, post paid, from
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Body popping

Your Body Series: Feeding and Digestion; Muscles and Movement; Seeing, Hearing and Tasting; Reproduction. By Gwynne Vevers. The Bodley Head £3.95 each. Where do Babies Come From? By Margaret Sheffield. Cape £5.95 and £2.50. Body Noises. By S K Buxbaum and R G Gelman. Hamish Hamilton £4.95 and £1.95. Body Facts. By Alan Mayon-Davis. Macdonald £4.95. Marvellous Me. By Anne Townsend. Lion £3.95.

I started at the top of this pile with the Bodley Head Your Body series. This was a mistake: the careful, critical notes I had made, volume by volume, turned out, when I got to *Marvellous Me*, lurking at the bottom of the heap, to be nothing but nit-picking. If you've got the worst of all possible junior science books to go by, it's easy to see that there's little to criticise, and much to admire in Dr Gwynne Vevers' four new titles (two others appeared last year). Some of the nit I noticed on my first reading were connected with the cartoon-style illustrations, which show children of various size and colours clambering all over full-page diagrams of whatever piece of internal machinery is under discussion. There is room for five of these midgets, for example, between the stomach and the anus, each pointing out a landmark of in-

terest. But as well as problems of scale, I think some illustrations could cause problems of understanding: what's the purpose of a diagram of the eye, for example, that shows the pupil as white?

There are fewer holes to be picked in the texts, which are easy to read and moderately down to earth, venturing as far as "pee" into the way children actually talk about their bodies, which is further than most of these books go—with one notable exception (see below). I liked the connections made between textbook biology and the real world—particularly the diagram of a fillet steak, and the reference to brain injuries, both in *Muscles and Movement*.

Reproduction is good too, and it's written so calmly and so straightforwardly that it's difficult to remember that until very recently books on this subject for this age group (roughly seven to twelve) simply didn't exist. Now, luckily, even much younger children can read or be read to from sensible and sensitive books about sex—and there's a notable example in this very pile. *Where do Babies Come From?* is a revised edition of a book highly recommended in 1973, and standing the test of time extremely well: the paperback's a snip at £2.50.

Even cheaper, and much more unexpected, is *Body Noises*. This made an instant hit in my staffroom, though the two teachers trying to eat their sandwiches at the same time were less

enthusiastic than the others. For children, it's a must; the subject matter is irresistible, and the tone unique. Not many authors write like this: "Parts are noisy. They are smelly. They are embarrassing. They are also important." I learned about lots of new things like borborygmi, and synovial bubbles; and now my only worry is how many copies to give away for Christmas.

By comparison, *Body Facts* is a completely traditional trot around the human frame, all the way from "Hair" to "Female Bits." Each page is packed with "Fascinating Facts" and lots of rather fuzzy pink and grey diagrams, some of them harmless, but more of them useless. It all made me wonder at what age children can be exposed to the apparently unmentionable fact that not all the information now available to us on a particular topic can honestly be squeezed on to a double page spread.

Aha! here's the bottom of the pile, and *Marvellous Me*. I opened this quite innocently, unprepared to discover that it's not biology at all, it's theology. It's true that some bodily functions are here explained without the help of the Almighty (heart, lungs and stomach) but not, among many others, "the body's building blocks—cells." Here is a specimen of Dr Townsend's version of cell-biology: "God has designed different cells in different shapes to work in different parts of the body." This is not an isolated instance—far

from it. And "designed" is a word that happens a lot; as in—"God designed men and women to be different"; "God designed people to live in families"—and so on.

I was beginning to get the hang of the author's message to the world by now: a sentence on page 17 seems a fair summary—"God is a good designer"; but even so I was deeply shocked by the final pages. After a cursory nod at silly old evolution, ("some people will tell you that you have descended from animals...") the author turns to the difficult problem of death: "In the beginning, when God made people, there was no such thing as death and dying." According to Dr Townsend, dying isn't a biological event at all, but a moral one, a consequence of that first disobedience in the garden. Of course, it's been said before, but what makes it so exceptional here is that the position is stated with every sign of confidence that it's the only position. There isn't even a gesture of recognition towards the millions of people who believe, or argue, or think they can prove, otherwise.

Haven't I been reading lately about dangerous propaganda flying round our schools? About teachers discussing outrageous ideas like peace, without giving war a fair hearing? I wonder exactly how *Marvellous Me* fits into the notion of neutrally presenting naked facts to children.

Mary Jane Drummond

Teens without tears

Growing Pains: and How to Deal With Them. By Claire Rayner. Corgi £4.95.

Claire Rayner has written over 40 books, runs at least two agony columns and appears on our small screen frequently. When can this publishing power-house have time to meet young people and keep up-to-date with the latest research on their development? The impression from this book is that she has taken her material from her copious mailbag.

The author writes as an adult, rather than a pseudo pal, giving information straight from the shoulder—this is the way it is, and here's what you can do. Adolescence is a journey, she says, which like any other is more easily travelled with a map; in this case the book.

Though the text is written with authority, it is simple, clear and essentially undecipherable, with plenty of headings, good drawings and diagrams. It does indeed provide an easy to follow guide. Claire offers sympathy, "Yes. Spots are hell"; context, "your're by no means alone"; reassurance, "don't blame yourself"; suggestions, "ask your doctor"; and reality if it has to be, "accept the inevitable... other people are far more interested in their own zits than yours".

One of the major concerns of adolescents is about how normal they are, both physically and mentally. They can try the check lists. There's clever one on masculinity/femininity, for instance, which will soon make clear that there's a bit of both in everyone. It could prove to be as eye-opener for some of the tougher characters in the class.

The subject of racial prejudice is well expounded, though she skates a bit too quickly over violence in schools, cultism and political extremism, all of which are currently gaining ground. The best illustrated chapter will surely be "You and your love life", with delightful illustrations of happy couples in a number of positions. Her sensible words on further education aren't quite as grabbing.

Joan Freeman

Fostering hope

My New Family. By Althea, illustrated by Sue McMaster. Corgi Publications £3.75 0 85122 304 £1.95 0 85122 3931

Who needs a new family? Many children in council care cannot return to their first families, and desperately want a family they can call their own. Yet few children's books describe what it is like to move from a child's home to family life.

This very practical book describes the process as it appears to an unnamed girl of primary school age. Despite careful preparation she still finds it very strange. There are no proper rules and she does not even know what to call her foster parents at first. She tries to be on her best behaviour but one day her self control breaks down and she screams and shouts. She is terrified she will be sent back to the children's home, as she is also, when she hears her foster parents quarrel. She has to learn that families can disagree at times without breaking up—something she did not know before.

The text is helpfully specific, but Sue McMaster's illustrations are stiff and the clothes are dowdy. I also wish the illustrations clearly that they hope the adults stated clearly that they hope the girl stays permanently. Still, this is a book worth using with foster children and I hope others will read it too.

Stephen Barber



Protecting the past

The Archaeology of the Consumer Society. By Kenneth Hudson. Heinemann £12.50 435 32959 6. Clues to Yesterday's Transport. 370 30542 6. Churchyards and Cemeteries. 370 30543 4. By Kenneth Hudson. The Bodley Head £4.95 each.

Kenneth Hudson's *The Archaeology of the Consumer Society* has a crusading aim—to alert readers to the buildings of the twentieth century which "can be considered historically important and candidates for listing and protection". The author even believes that the archaeology of our own century may be "richer and more rewarding" than that of the previous 150 years.

Like most crusaders he overstates his case, imagining archaeological Saracens (or Vandals) at every turn—"entrenched attitudes and professional prejudice" denying the industrial archaeology of the twentieth century is due. Admittedly he is not helped in

his crusade by the ugliness of much of what he would like to preserve. But beauty is in the eye of the beholder and schools, in particular, owe a debt to the author. This pioneering study of the methodology of twentieth-century archaeology could well be used to help structure the content of environmental studies courses in those suburban areas which have hitherto been considered devoid of historical interest.

Kenneth Hudson has a somewhat discursive style and this tendency to emulate the magpie is probably the most serious failing of his two school books from The Bodley Head. Neither can be said to be fully comprehensive in its coverage yet both throw up new ideas and fresh observations which can only be of value to those with an interest in the recent history of transport or the study of churchyards and cemeteries.

Phillip Sauvain

Above: Electric tram, Portsmouth, 1935. Transport from Clues to Yesterday's.

On the move

Looking at Transport series: Cars; Submarines; Buses; Trucks; Bikes; Passenger Aircraft. By Cliff Lines. Wayland £4.50 each.

Cars, Trucks. By Anne Rockwell. Hamish Hamilton £4.50 each. 345 Big Machine Books series: Sally and Tom and the Helicopter Sally and Tom and the Tractor Sally and Tom and the Road Roller. By Terence Lynam. Macdonald £2.50 each.

Motorcycles. By N S Barrett. Franklin Watts Picture Library £4.50. World on Wheels. By Andrew Lane. Walker Books £4.50.

Just Look at Flight. By Neil Ardley. Macdonald Educational £4.95. Bikes. By Stephen Heare. Kingfisher Factbook £2.95. Watch It World The Car. By Ray Marshall and John Bradley. Viking Kestrel £6.95.

Is there really some inherent fascination in wheeled, winged and water-borne machines? Or is it the wealth of glossy pictorial material available that makes them such transports of delight for classroom projects and the publishers of children's non-fiction alike? There can be no real need to know the facts so colourfully presented in most of these books. And some are themselves little more than professional illustrations of the potted classroom topic rather than works of reference.

Cliff Lines' superficially attractive Looking at Transport series, for instance, may at first sight look like a £36, eight-volume encyclopedia of transport. But they are probably best regarded as copiously illustrated, general interest reading rather than tools for learning or for learning about learning. The lavish use of pictures can mean the junior level text becomes a series of extended picture captions. At times too, one gets the feeling that the words have become the servant of the stock photograph rather than the other way round. This is not necessarily a drawback for casual magazine-style reading materials. As models for those topics, they demonstrate the depth and generality of treatment possible but rather reinforce the idea that anything goes, even when addressing a specific question.

Looking at Trucks consistently uses the vernacular "artic" without any suggestion that it is short for something else. Anne Rockwell, however, clearly believes that beginning readers can tackle such well articulated multi-verbals to some purpose. Her Trucks and Cars, with their clear, attractive illustrations, and challenging questions,

are excellent vehicles for getting young children on the road to enjoying non-fiction.

Poor Sally and Tom in the Macdonald 345 Big Machine Books, however, are pounded with relentless facts thinly dressed up as a story and rather crudely illustrated. Do children of this—or any other—age gain anything from being told the details of helicopter maintenance schedules, or that the stick beside the pilot is called the collective lever and the lever in front of him the cyclic stick. This is the cult of the fact gone mad. Surely what is needed is technology that illustrates general principles and concepts rather than technicalities for their own sake. Sally and Tom come off rather better career through the farm year behind a tractor but are soon getting their knowledge, compacted again by the Road Roller.

World on Wheels in the Picture Library series makes no bones about being anything but exciting photographs with captions. But the greater use of custom drawn graphics in books like World on Wheels and Just Look at Flight means the pictures more pertinent to the author's purpose.

World on Wheels is by Andrew Lane, education officer of the National Motor Museum at Beaulieu. Comic strip stories give a palatable insight into the historical social and industrial impact of the coming of the motor car, though environmental issues are neglected (Cliff Lines' Looking at Cars has a photograph of Ralph Nader).

The whole gamut of flying plants, animals and machines is covered in Just Looking at Flight, leaving the top junior topic writer plenty to copy but little to add. He or she will be aided in this endeavour by a good index, however. Similarly the Kingfisher Factbook, Bikes leaves no spoke unturned as far as two-wheeled transport goes, with plenty of colour pictures of Japanese imports to drool over and instant info to hand for fact fires addicted to this sort of glamorous technicality.

A model in completely different range is Watch It World The Car. Its pop-ups and cunningly engineered moving diagrams illustrate such functions as ignition, steering, gearing and the four-stroke cycle. But they make it a bit delicate for general library issue and leave you wondering if a film or computer animation would be a better teaching tool in this instance. But like the other books test driven here, it is more about pandering to enthusiasts than needing to know.

Bob Doe



"Performing for fun!"—An acceptable price for fun?—two questions discussed in The Use and Abuse of Animals by Zoe Richmond-Watson, one of four titles in Macdonald's new Debates series (£2.50 each). Other titles are Disarmament, World Conservation and Nuclear Energy.

In the picture

Painting and Painters. By Adrian Slings and Tony Ross. Methuen Discoverers £3.50. 0 907144 58 6

Great Painters by Piero Ventura. Kingfisher £8.95. 0 86272 123 7. The Artist at Work. By Alwyn Crawshaw. Collins £8.95. 0 00 411930 4

On the cover of *Painting and Painters*, a caricature figure in black, presumably Laetec, stands before nine frames in which the woman from the poster for "Le Divan Japonais" progressively appears. It is a promising fulfilment. The illustrations, however, are a very different matter.

Cartoon drawings repeatedly replace or displace the few photographic reproductions and when the latter do appear, they are often so small or badly printed that they are of little use at all. There are several double-page spreads of illustrations that include no drawings or printed images of paintings but are devoted to some kind of comic relief at whatever cost to the subject of the book.

Adrian Slings' account of "The Raft of the Medusa" deals appropriately with the tragic circumstances that inspired Géricault's harrowing masterpiece but Tony Ross's illustration is ghoulishly grotesque and, when you turn the page to see a reproduction of the picture (perversely printed before-the-scene cartoon character, this time holding out a life-belt. If the intention of the book was to poke fun at the ambitions of artists but to quote clearly is not, Slings' text is a serious attempt to inform and instruct.

Michael Clarke

Seasoning

Autumn. By Henri Galeron. Winter. By Daniele Boni. Methuen/Moonlight series. £3.50 each.

What you discover about autumn and winter from these two evocations is enough to make you put on an extra vest. These delightfully illustrated introductions of rhyme, reason and reason are peppered with excerpts from W H Davies, John Massfield and the like. Interspersed between seasons are bits of other and migration of birds, the varieties of edible fungi and

of apples like russets; the astronomical explanation of the autumnal equinox; the winter sky at night; and the legends and customs surrounding such things as mistletoe and holly.

A hundred years ago, apparently the Reverend Francis Kilvert recalled in his diary how he had to break the ice on his bath on Christmas Day, leaving jagged edges around the tub "Not particularly comforting to the thighs and loins..." unlike these charming books which are very comforting to the innermost parts. They are for possessing, not just reading.

Bob Doe

Small world

River Journeys Series: A Journey Down The Rhine, A Journey Up The Amazon, A Journey Down The Thames. By Laurie Wayland £4.50 each.

My First Library Series: Food from many lands. By B Birch. Homes Around the World. By A Sproule. Macdonald £3.50 each.

The World's Harvest Series: Cereals, Wood and Paper, Oil and Gas. By J Dineen. Young Library £3.95 each.

Picture Atlas Series: Rivers and Lakes. By J Mulhern. Forests. By D Dixon. Oceans. By M Bramwell. Mountains. By D Dixon.

Franklin Watts £4.95 each. Royal Geographical Society Exploring Series: Exploring Africa, Exploring Antarctica. By I Cameron. Longman £4.95 each.

Young Explorer Series: Rocks, Minerals and Fossils. By M Sleep. Where People Live. Farms and Farming, Climate and Weather. By L Bolwell and C Lines. Wayland £3.95 each.

A Young Geographer Series: Polar Lands. By C Green. Soils and Plants. By M Eden. The Bodley Head £3.95 each.

Ten years ago a little over £500 gave me a school a pretty good infant and junior reference library. Now I find myself reviewing a total of only 21 books with a combined cost of over £90. The whole set of books for review will fit in a normal brief case.

The River Journeys series is aimed at an interesting target age range, many middle or lower secondary children will find reading difficulties. In fact the style and content makes them suitable for use in junior schools with children of average ability. The series is an "easy reading" version, using shortened and simplified text, of the established Rivers of the World series. These books are first class. The text is clear, concise and unpatronizing. Clear questions are asked on many of the pages and all the writing is clearly related to a series of superb photographs. Rivers is an excellent theme for junior and middle school work and both teachers and pupils would be well served by this set.

My First Library is a set of six books, two of which are available at present. They cover a wide range of subjects which are interesting but unrelated, namely Foods, Homes, Computers, Sight, Super Machines, and Festivals. Because of this storage could prove difficult—should they be shelved by subject, thus breaking up the set, or together, thereby causing some difficulties with retrieval of particular items of information? The target age range is 7 to 10 years. High quality durable binding and clear print is now standard for virtually all publishers and these books are no exception. They are shortish, only 32 pages, and cover about 12 aspects of the chosen subject. The main purpose of the books is the presentation of basic information, although they could easily be used for the teaching of simple information retrieval skills. Each book has a clear table of contents, a good index and a glossary offering further explanation of some of the basic concepts. They are beautifully illustrated, using realistic colour drawings and well chosen photographs. The information presented is topical and many pages will offer interesting explanations and extensions of typical

news items. One interesting feature is an attempt to offer guidance to children about ways to use the books. The instructions are rather too concise to be of real use to the age range but are a clear step in the direction of real learning. There are no questions asked of the reader, and I suspect that without clear teacher control the books would be used passively by young children.

The World's Harvest series is aimed at a similar age range. The books cover a sensible variety of topics within each of the chosen subjects. Their style does in fact pitch them towards the upper end of their target age bracket. The photographs are small, but well chosen, and the required reading ability fairly high, particularly because of the nature of the topics. Technical terms are explained in "insides" in the body of the text, which in many ways is a more useful method than gathering them into a glossary. The books have an index, and a brief table of contents. There is no real guidance as to how to use the books effectively in a school; perhaps a page of well chosen investigations and questions which need careful reading and reflection before response would have widened their appeal.

The Franklin Watts Picture Atlas series is aimed at the upper junior and middle school age range. They are large format (A4) books which examine an aspect of physical geography as it appears in different parts of the world. Each book describes the theories about the formations of the aspect, then examines the reality of that aspect in various parts of the world, and finally commenting on possibilities for future development (or destruction) of the environment. Parts of the text are rather too adult in

style for the target age range, but with care could form the basis of some useful work in physical geography. The only real design problem is the use of highly stylized maps, none of which contains a key to the various symbols used.

The Royal Geographical Society Exploring series is aimed at 12 to 15-year-olds, but would be of interest to many children in the junior and middle years. This is because of the nature of the material in the books, concerning the history of exploration in Africa and in Antarctica. I hardly think that the books will, as the blurb promises, "inspire the future generation of explorers", but nevertheless they would make a useful addition to a school library as works of reference for both teachers and children.

The four Young Explorer books listed are a continuation of a series for 9 to 13-year-olds begun in 1983. The style is still the same, however, based on encouraging children to look for answers in the text or illustrations, or to make models, or follow up environmental issues. They are essentially texts, rather than library books, but as such would provide a great deal of real geographical learning.

The Young Geographer books are a continuation of a series begun in 1981. They are short, only 24 pages, and contain double-page coloured drawings with a small amount of text. Compared to the other books reviewed they do not represent very good value for money. Because of their brevity they are highly selective in content and have not really struck at the essence of the subject. The text is pitched at too high a level for the target age of younger children.

Paul Harling

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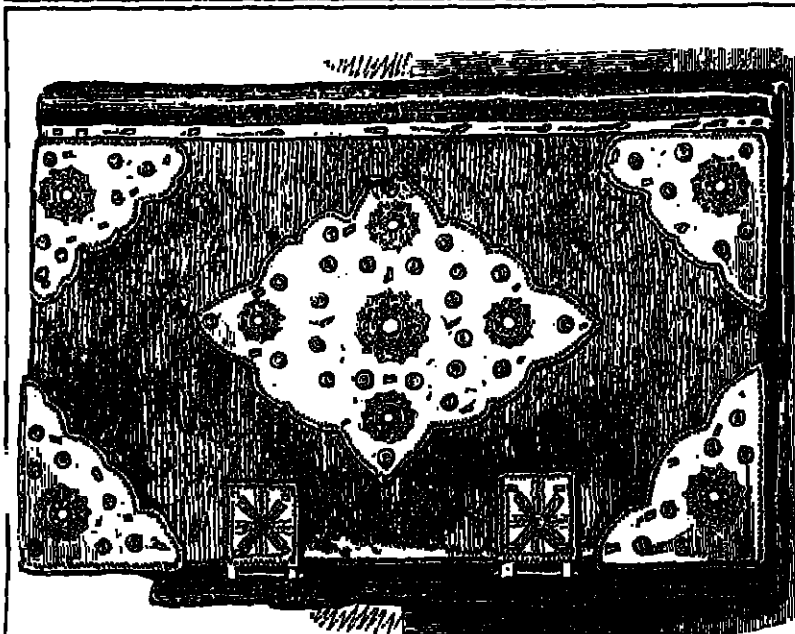
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From here to Domesday

Gillian Macdonald on the BBC's Domesday Project and some of the questions it raises for teachers

"Imagine it is the Autumn of 1986. In front of you is a BBC Micro with a colour monitor all connected to a BBC Interactive Videodisc Player loaded with a Domesday Disc. You begin with an Ordnance Survey map of the whole United Kingdom. You call up boundaries of counties, administrative areas and flip from maps to tables of information to pictures of the country as a whole and its major areas. You convert much of the data into multicoloured overlays to the map: green-belt areas, unemployment black-spots, and the colour of voting in the last election. Now you can move a cursor on the screen to any part of the country and you can zoom in to a larger-scale map of about 40km x 30km. A whole new set of facts, figures and pictures become available to you, all just relating to the local area of interest. Another zoom-in takes you down to only 4km x 3km. Churches and farms become distinguishable at this level and there will be pictures and copious information even though you are looking at less than a twenty-thousandth of the UK. Indeed you can read ten or twenty pages of guidance to this small area - written by people who live nearby and know it well."

When the BBC revealed this vision of the Domesday Project last week, it was not only announcing its own ambitious plans to produce a 1980s high-technology equivalent of the Domesday Book. It was also announcing the development of an important new videodisc player, a further commitment to interactive video on the part of the Department of Trade and Industry; and the BBC's first plunge into the interactive video market.

The Domesday package of an interactive videodisc player plus two discs is scheduled to be launched in the Autumn of 1986, to celebrate the 900th anniversary of the Domesday Book. The brainchild of television features producer Peter Armstrong, the discs should offer educational institutions a massive archive of data and pictures

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39 Somerset Road, Frome, Somerset
Tel: 0373-63744

the data between the player and the computer.

When the BBC brings all its forces in to play, it presents an impressive front. Alongside their own expertise will be the research teams of Philips LaserVision and Acorn Video. Supervising all of them will be committees of software advisers, teachers and an editorial board of academics. But however impressive it all promises to be, there are worries in the minds of educationists.

First, the educational value of the discs. Problems seem to arise from the wide scope of the material at which the discs are aimed and the tight schedule within which they have to be developed.

The Domesday Discs could undoubtedly be a magnificent source of reference for any library or archive, but more specific applications in the classroom are still not clear. According to Professor Ted Wragg, chairman of the education committee, these will be piloted next summer in 17 schools. But compared with the research being done at the National Interactive Video Centre, which is spending two or three years with teachers just devising new learning strategies for interactive video, the Domesday Project will be hard pressed to compile all its data and develop the best strategies within the deadline set by the Domesday anniversary. Professor Wragg's response to the notion of the project being a rushed job to meet the television deadline, was that the discs might well have snags. We will have to wait, he said, to "suck it and see".

In the actual production of the videodiscs it is regrettable that there are no plans to use the medium's ability to record moving pictures and two separate audio tracks. The videodisc production staff argue that moving pictures would lead to a severe reduction in the number of pages, since video pictures run at 25 frames per second. The recording of sound is virtually impossible with still frames, so neither of the audio tracks can be used. Two systems of combining stills with audio are currently being tried out in the States. One allows for the use of compressed audio; another permits video on one side of the disc with a soundtrack on the other, but the Domesday Project leaves insufficient time to explore these possibilities. So however understandable the desire to keep the maximum number of pages available, it is ironic that what is supposed to be the most up-to-date record of life in the 1980s will carry neither sound nor moving pictures.

One generation of BBC technology is being used to feed into the next - not only money but information too. The 23,000 BBC Micros currently in schools around the country are being called on to gather land-survey details of their local areas, and a 20-page description with photo-slides. (Other computers can apparently also take part). These will make up the first of the two discs. About 10,000 schools (9 to 14-year-olds only) are expected to volunteer, and among them they should produce a network picture of the whole country.

The second disc will be a "national" one, carrying details of fauna and flora supplied by schools, and a selection of photographs from a national photographic competition to be held next year. Other data will come from 20,000 Ordnance Survey maps, national censuses and polls, libraries and archives throughout the country. All the data will be assembled by the Economic and Social Research Council Archive at Essex University.

The mere collation of the data and photographs will be a feat in itself, but the actual recording of them is just as ambitious. Conventional videodiscs have a capacity for 54,000 still frames per side, which can be instantly accessed by a computer, but the BBC and Philips are developing a new disc to record high-resolution computer graphics and text as well as video pictures. In order to accommodate the two million pages that will be carried on the discs, Philips are designing an exciting new LaserVision player that can record 20 pages of information per frame, along the lines of Coelex. This system, which will carry the BBC name, will work by combining the analogue pictures of television with the digital data of computers, so overlaying computer text and graphics on the video picture will no longer present a problem. And the big breakthrough being developed by Acorn, is that the LaserVision player will have its own operating system that can keep track of all the information of the disc, and a new system for the interface to carry all

Face to face

Face to face
Price £5.25
Under vier Augen
Price £6.25
Each pack contains two sets of 10 different role play cards, plus teachers' notes
Mary Glasgow Publications, 140 Kensington Church Street, London W8.

Both sets of materials in French and German are designed to provide a basis for role-play in pairs from the second year of language learning onwards. Each set comprises four separate packs featuring key topics areas - "Asking the Way", "Finding Accommodation", "Going Shopping", "Ordering Food and Drink in a Cafe".

As communicative syllabuses and graded objectives schemes are extended, so the need to support the theory with practical teaching and learning aids increases. These materials will be particularly helpful in the difficult area of building up pupils' self-confidence to speak the language. The role-play cards are carefully produced to withstand the wear and tear of classroom use.

Each card takes a different aspect of the topic. In "Going Shopping", for instance, there are titles such as "A la boulangerie", "Au supermarché", or "A la pharmacie". On one side instructions are printed in English, on the other in French or German. The first pupil is told to greet the customer (Bonjour, madame, vous desirerez?)

and the partner is prompted to ask for a small sick loaf (Une ficelle, s'il vous plait). There is then an exchange over the price and the customer says goodbye.

Sometimes the phrases suggested are perhaps not the most evident - "Verzeihen Sie! Ist hier ein deutsches Stadtteil eine Bank?" or "Bitte, keine Ursache" - but this doesn't significantly affect the usefulness of the cards, particularly since pupils are encouraged to substitute some of the occasional awkward phrases.

The teachers' booklet is helpful in setting out a realistic methodology. Flexibility is an important feature and ideas are given for using the material both with more able pupils and with those who find languages difficult. There is also a section which suggests ways of going beyond the words and phrases printed on the cards. The creative and imaginative use of language is stimulated by using substitutions and by building up "linking chains", in which different aspects of a topic or different topics are put together.

Both Face to Face and Unter vier Augen will make an important contribution to the vital task of getting pupils to practise the language. If used thoroughly, they will continue learners with many of the everyday situations they need on a visit to France or Germany and to pass their exams along the way.

Brian Hill

On a slab

William Scammell and Elizabeth Bartlett
Peterloo Poetry Cassette No 2
Harry Chambers/Peterloo Poets,
£6.00 0 905291 59 X
Available from Harry Chambers/
Peterloo Poets, Treoviv Farm Cottage,
Upton Cross, Liskeard, Cornwall
PL14 5BQ.

It is possibly no more than a demonstration of my own lack of knowledge of contemporary poetry to note that I had difficulty placing both the poets who read their own work on the second of the Peterloo Poetry Cassettes. William Scammell I confused with Vernon Scammell, and Elizabeth Bartlett I had not heard of at all. The jacket records that both have been well reviewed in The TLS and elsewhere, but their names will not put the pack up among the well-established Argy and Cadogan recordings of major poets reading their own work.

Nor will it live as a great performance.

Hugh David

notes

BRITISH FILM YEAR

The organizers of British Film Year have announced an education programme for 1985 to increase awareness of the issues raised by new films in the cinema.

The British Film Year's Education Committee is currently involved in discussions with educationists to organize seminars for teachers. The basis of these will be study packs on new films, to be used in conjunction with special screenings in local cinemas. Conferences and seminars are planned to begin early in 1985, and materials will be distributed to interested schools when British Film Year is launched in March. Enquiries to Keith Howes, British Film Year, 17 Great Pulteney Street, London W1R 2DG.

URBAN STUDIES

The Council for Urban Studies Centres has celebrated its 10th anniversary with the publication of three reports.

"Urban Studies in the '80s" (£1.50), "CUSC: State of the Art Report" (£1.95) and an information pack "Urban Studies Centres in Great Britain" (£2.50) are all available from the Unit for Urban and

Local Studies, c/o Notting Dale USC, 189 Freston Road, London W10 6TH.

A copy of "Making Sense of Cities: The Role of Urban Studies in Primary and Secondary Education" is available from the Sherbrooke Teachers' Centre, Rosaline Road, London SW6.

NATIONAL INTERACTIVE VIDEO CENTRE

Anyone interested in contacting the National Interactive Video Centre which was featured in last week's Resources page, can write to them at 27 Marylebone Road, London W1, or telephone 01-935 8190.

GEOSOFTWARE

"Geosoftware: Exploring the Environment" is a set of four new computer software programs now available from the BBC. Designed to accompany "Introducing Geography", the School Radio series for 10 to 12-year-olds, the programs are in fact self-contained.

"Flight", "Summit", "River and "Nomad" are simulations which aim to help children acquire a geographical "eye" and a use of vocabulary by combining a games element with educational objectives.

The set of three discs costs £20 and can be ordered from BBC Publications, Schools Orders Section, 144 Brompton Road, London SE1 3TH.

Keeping kosher

Judaism Through the Eyes of Jewish Children
VHS £35.11; two weeks' hire £13.89 inclusive
CEM Video, 2 Chester House, Pages Lane, London N10 1PR.

Perhaps even now someone is writing a learned dissertation on the theology of the timeswift. If the act of turning a switch is technically work and cannot be performed on the Sabbath, can the devout Jew pre-programme a cooker to provide a hot meal on the holy day? Probably not, as this would involve the equivalent of lighting a flame. But what about a video recorder? Can its timer be used to record a programme transmitted on the Sabbath for later viewing?

These are just a few of the incidental thoughts provoked by this fascinating videotape made by the progressive Christian Education Movement. The tape focuses on worship in the synagogue on the Sabbath and also on home life, showing the importance of the family meal in Judaism and something of the problems of "keeping kosher". The affluent orthodox family will have two dishwashers: one for meat plates and utensils, the other for "milch" ones, as the two must never come into contact with each other.

The tape is narrated by a Jewish teenager while other young Jews coherently explain the significance of the various items to be found in the synagogue. We see younger children learning the Hebrew "alef bet" and leading their own workshop in synagogue, and there is also a short selection which shows the importance of Jerusalem and Israel to the Jew (but which goes out of its way to stress Jewish loyalty to the royal family).

It is one of a series of videotapes which approach the world faiths through the eyes of young believers: a useful device for two reasons. Unlike adults, young people naturally speak at a level comprehensible to young viewers, and, second, what might appear to be strange practices have an immediate impact when performed by people of the same age as the viewer. They cannot be dismissed as "odd" things adults get up to.

Some Jews among them, might wish there had been more illustration of Liberal or Reformed Judaism, but this is really a very useful teaching aid which (partly because it features both older teenagers and younger members of the community) will work over a very wide age range, say, from nine upwards right through the secondary school.

David Self

Javagoodweegend?

Advertising: A Mixed Blessing?
VHS or Betamax formats £39.50 + £5.93 VAT.

Pitman Publishing Ltd, Slaidburn Crescent, Southport, Merseyside PR9.

"Javagoodweegend?" is apparently one of Australia's more imaginative and successful advertising slogans. It has certainly helped to create a demand for one particular aerosol deodorant in a country where there are no commercials on television (and in America and less controls).

These facts are effectively illustrated in this video programme, *Advertising: A Mixed Blessing?*, made in Australia but available here, and intended as a contribution to business, consumer education and general studies. The tape also shows just how phallic a surfboard can look and how ghastly when enforcing a detergent or something called Baygon, without which children will be ravaged by insects. More seriously, it also shows how advertising can change our way of life. Without the aid of money there would be no market for fast food and



On the ball

Colin McArthur looks at the first teaching packs to emerge from the Scottish Media Education Development project

King's Royal, £3
The Football Game, £9.50
VHS recordings free in exchange for a 60-minute blank tape for each programme
Scottish Film Council, 74 Victoria Crescent Road, Glasgow G12.

The present explosive growth of Media Studies in Scotland is, in the jargon, heavily overdetermined: it has come about by diverse currents coming together to make a torrent. Some of the tributaries are: the presence in Scotland of a cultural body, the Scottish Film Council, strongly oriented towards education; growing numbers of committed and increasingly knowledgeable teachers; recent debates about the media representation of Scotland and the forms Scottish film production might take; and the interest and support of influential figures in Scottish higher education and the Scottish Education Department. The catalyst which sparked all this is the creation of the institutional space in which (partly because it features both older teenagers and younger members of the community) will work over a very wide age range, say, from nine upwards right through the secondary school.

The high level of support from the central apparatus in Scotland was translated into curriculum research funding in the Scottish Film Council and elsewhere. The first fruits of this

investment are now available from the SFC in the form of two television teaching packs, one on *Kings Royal* - a BBC Scotland historical drama series - and *The Football Game* - an exploration of how football is constructed on television and in the press.

Both packs offer access to television and related material and make clear their pedagogical aims, posing a range of appropriate questions (aimed primarily at the middle ranges of the secondary school) without being wholly prescriptive. As well as notes for the guidance of teachers and pupils, and an extract from the novel on which the television series was based, the *King's Royal* pack offers access to about half an hour of video material: the television realization of the episode from the novel and interviews with the series producer, the designer, the visual effects designer and a leading actor from the series. *The Football Game* pack, in its provision of still photos and reports, has a much heavier emphasis on the press's construction of football, but it too offers access to 25 minutes of video, the edited highlights of the Celtic v Aberdeen match round which the pack is structured.

Inevitably, a burgeoning subject area will present much diversity of approach, particularly when, as with Media Studies, it is not yet a wholly constituted subject and is being taught

by a generation of teachers reared in other disciplines (eg English, Art, Modern Studies). This is reflected in the different approaches of the two packs in question, the *Kings Royal* one being very much concerned with the technical/creative mechanisms of translating a novel into television and what options of meaning these mechanisms carry, and *The Football Game* also being concerned with these mechanisms.

Indeed, it is the strength of both packs that they offer a considerable range of practical exercises designed to create understanding of how the media work, but for me *The Football Game* has the edge on *Kings Royal* in that its *raison d'être* is clearer. Without diminishing the substantial usefulness of the latter, it is not altogether clear why this drama rather than another is the focus of attention. In other words, the *Kings Royal* pack is somewhat formalist in its approach. *The Football Game*, on the other hand, is entirely clear why this area has been chosen - the cultural centrality of football in Scottish urban life and the effect its discourse has in determining the very specific gender identities of Scots.

However, both packs make very useful additions to the growing body of media pedagogy and it is a particular pleasure to witness the massive strides this field of study is taking in Scotland.



Bellamy tales

spoiling the Franklin River, one of the last left untouched.

The film barely nods, though, at the fears of ordinary people about jobs and energy needs, which require to be seriously discounted in detail if the conservation case is to be given full power.

Still, the point of the thing is to generate a general and rather new understanding of the conservation ethic which Bellamy has espoused. The temperate rain forests of Tasmania have never suffered fire, and amount to a piece of prehistory which refused to go away. "This is prehistory," says Bellamy, "Dingo, saur food." He does make people see

MIDDLE ENGLISH PLAYS

Thames Television have released three of their "Middle English" plays on video - "The Shadow Cage", "Izzy" and "A Game of Soldiers".

"The Shadow Cage" is adapted from Philippa Pearce's short story of witchcraft, superstition and suspense and is told largely through images, in the hope of encouraging pupils to write stories of their own. "Izzy" is a drama about the pressures of everyday life and the prejudices and misunderstandings that arise from them, and "A Game of Soldiers" centres on three children in the Falkland Islands who discover a wounded Argentine conscript.

The three plays are available on one cassette, VHS and Betamax £65 + VAT and carriage, U-matic £80 + VAT and carriage. They are also available to hire on VHS or Betamax, £15 + VAT and carriage for five days, from Guild Learning, Guild House, Peterborough PE2 9PZ (tel: 0733-63122).

ENSEMBLE

"Ensemble", the BBC's first home video language course, is intended to provide beginners in French with a survival kit for France. With two accompanying books included in the package, it is a step-by-step course in spoken French, with the emphasis very much on communication. The producers claim that in the privacy of your own home, you can look at, listen to and repeat the words of each sequence over and over again, following the text in the books, until you can speak French confidently with the speakers on the video.

The cassette and books are available from high street stores, price £29.95.

FLOWERS FOR THE TEACHER

"Flowers for the Teacher" is an in-service videotape designed to accompany 4mat software's "Flowers of Crystal", an adventure game in language development (reviewed TES, September 7). It was shot in a Devon primary school, which helped pilot the program, and includes a useful range of children's work and comments from teachers.

All popular formats are available at £16.05 + VAT and 95p postage, from Videotek Television Productions, Eagle Star House, New North Road, Exeter EX4 4QH (there is a supplement of £3.50 for U-matic).

A second tape, including material on the wordprocessing program "Telebook", will be released in December.

Richard North

Schools Broadcasting has recently been tackling many sensitive issues which involve the happiness, health and safety of teenagers, their parents and friends. Herein has attracted a great deal of this attention (see "Sensitive issues" below) and on Thursday BBC Schools Television broadcast a programme on solvent abuse as part of the *Scene* series for older children. It seems a good time to consider some of the decisions which have to be made before and during the making of such programmes and the sort of assumptions which lie behind them.

Scene is a series with a well-deserved reputation for handling sensitive issues carefully. It is taken by 50 per cent of secondary school teachers who are expected to use it with caution. These are not meant to be programmes you turn on and leave the room; teachers are expected to preview each and prepare material to go with it. There are copious background notes for the teacher with facts which will be useful in a discussion.

The programme makers cannot however make the blanket assumption that teenagers or even younger children will not be watching. There are what the BBC call "cavendishers" at home: the unemployed or the parent with young children. Some may not understand that the programme is meant to be "adult mediated", or, as Ron Smedley, Deputy Head of Schools Television who began *Scene* says, that "it is possibly the most provocative part of a much larger process of discovery".

However, unlike Children's Television, which has to work on the assumption that the kids are watching while their parents are elsewhere, Schools Television can generally assume that an adult will be present.

Preparation for the solvent abuse programme, said Eurfron Gwynne Jones, Head of Schools Television, began about 18 months ago when BBC advisers reported that teachers wanted material on the subject. "They sensed," she said, "an enormous mythology about 'glue sniffing', as it is generally called, among teenagers and wanted to be able to set the record straight or provoke well-informed discussion."

There followed talks with the Schools Broadcasting Council who concluded that such a programme was



Use with caution

Carolyn O'Grady looks at the difficult decisions that go into making programmes like 'Not to be Sniffed At', a study of solvent abuse

needed. Research has shown that information on the subject available to teenagers is negligible, said producer Peter Evans: "One or two videos, and those not aimed directly at the age group". The producers thought that it was a subject that would translate well into television terms, and the decision was taken to go ahead.

Peter Evans then began a process of standard journalistic research: visits to doctors, social workers and, most important, teenagers themselves to get an idea of what they are feeling about the subject. Eventually a key group of "experts" was identified.

It was at this stage, before filming began, that a number of crucial decisions had to be made. The first question was whether to show the various products which can be used, thereby drawing attention to them and perhaps risking encouraging someone to use them. A lot of people mistakenly believe that solvent abuse means glue sniffing and vice versa. In fact there is a wide range of products, including nail varnish, paint thinner and butane gas.

The real killer which not only damages the lungs, mouth and nasal passages, but can easily blow up when used in an enclosed space.

In the event the decision was taken to show the products, without drawing attention to them. Later, a sequence showing a boy squirting butane gas into his mouth from a canister was edited in to accompany a doctor's warning that this is the most dangerous thing to do: it can freeze the tissue of the lungs and cause fatal choking.

The difficulty of how much to dwell on the dangers was also brought out at the pre-filming meetings: "You must emphasize the dangers, but we have to think of the kid at the back of the class who has had one sniff and now thinks he's got brain damage".

The next decision was whether or not and how to film incidences of solvent abuse. The danger was that the whole process would look glamorous. Yet, as the producer commented: "Without sight of a glue-sniffer there will be a very great hole at the centre of the programme".

me entitled "Coping With the Family" gives enormous mileage to any teacher. Favouritism, rows about clothes, the problems of pre-menstrual tension, children who are used as pawns by rowing parents, even family bereavement are dealt with sympathetically and straightforwardly. And the experts, a child psychologist, a social worker and a family therapist all interject, not with solutions but with sensible strategies which may help alleviate problems.

There's enough material on this programme to spend hours talking about the best ways to cope with teenage problems. There's also a refreshing honesty from both teenagers and experts.

One girl who flies off the handle easily said, quite unself-consciously: "It's awful in my house. My sister has been for a period first, then my mother, then me." The child psychologist, in answer to another girl who complained that her brother was the blue-eyed boy at home, had to confess that "life is not just" and that although the girl should try and talk to her parents about it, there wasn't much more that could be done.

responsibly, the series also has higher expectations of the teachers that they will step down off the pedestal, that they are on one) and join in a discussion with the young audience on more or less an equal footing.

Many teachers and parents would probably have liked to see a more overtly critical look at solvent abuse, but this ignores the fact that the weight of the programme was decided against the sordidness and misery will there. It also ignores the programme's own conclusion, nicely expressed by a doctor at the end, that a large proportion of kids may try glue sniffing, she said, but only about one in ten continues over any length of time and this one usually had other problems, trouble at home or in schools, for example. Solvent abuse in these cases is a symptom, not the illness itself.

It was noticeable, however, that a sequence in which she gave some advice to those who feel they must try was missing: "If you must do it (abuse solvents), she said, do it with often and use glue, not other products: 'I'm choosing to edit this advice out, the producers deferred to the feelings of most parents and teenagers, as well perhaps as to the spirit of the series, which does not give direct advice."

And the finished programme? Not to be Sniffed At covered a wide area, but managed to achieve an admirable coherence as it ranged over the types of solvent which can be abused, the dangers, the attitude of the police, manufacturers and parents, possible legislative answers and medical ones. Woven in there was some pretty startling film of young people hallucinating some shivery shots of glue sniffing and a fascinating sequence on hypnosis.

The producer was particularly skillful in his choice of adults, almost all of whom were sympathetic and understanding without being patronizing. This was especially true of the policeman and the supportive mother with the daughter, whom she eventually and regretfully had to have put in. These were adults to whom the alienated teenager might be able to relate. In the tradition of *Scene*, it was a strong programme which could provoke discussion on numerous issues at a multitude of levels.

the teenager will view the programme

Guide to learning

Never Too Early, Never Too Late
ITV Friday 12.30pm

Before beginning afternoon transmissions, Channel 4 commissioned a survey of the potential audience. It revealed that mothers and young children seeking programmes of the *Watch With Mother* variety were in a distinct minority. There was a considerable number of men and an almost equally large number of retired and elderly people who wanted intelligent, original programming.

It is at these as much as at the mothers that HTV's important new series *Never Too Early, Never Too Late* is aimed. Described as "a consumer guide to learning", the seven programmes examine the opportunities offered by the educational system today.

Beginning with pre-school education, they go stage-by-stage through primary and secondary schooling, pause to consider YTS and other training schemes for young people, and end with a look at the opportunities open to everyone in higher and continuing education. Running through them all is the idea that it is never too late to make the most of the

system. In the first programme mothers talk about how it is quite possible to start a play group if the facilities do not exist in a particular area. In the final programme, which features colleges of further education, 60-year-old Midge Gould talks enthusiastically about why she has enrolled on an A-level geography course.

Introduced by Chris Kelly, each of the programmes begins with a film report in which ordinary people talk about their own experiences. They represent a broad cross-section of the "learning public": school children, students, married women, unemployed men, pensioners and regular attendees at local authority evening classes.

The second half of each programme is taken up by a studio discussion with an expert, an adviser, a college principal or university administrator. Helpfully, each stresses the practical side of things, giving advice on admissions procedure, grants and course requirements.

Undoubtedly the last two or three programmes will be of most interest to the majority of the audience. Although it is theoretically possible for mature students to join O and A level classes in schools in many areas (a fact the series stresses), the majority considering a return to learning will be thinking about the Open University, further education colleges and possibly the new Adult Training Strategy scheme. *Never Too Early* will have succeeded if it can rid them of the notion that it is already far, far too late.

Hugh David

4 Television Programme Recording

Titles Available for Week Commencing Sunday 18 Nov 1984

Sunday November 18
13.00 *Ugla Limited: Revolution in a Rice Bowl* Fee Code A
17.15 *The Business Programme* Fee Code F
21.15 *People To People: Just Like Corcoran* Fee Code D
Tuesday November 20
15.45 *Years Ahead* Fee Code B
Wednesday November 21
18.30 *The Living Body: Moving Parts* Fee Code F
21.30 *Diverse Reports* Fee Code B
Friday November 23
19.30 *Right To Reply* Fee Code A
20.00 *A Week In The Life* Fee Code B
Saturday November 24
13.30 *Chips Comic - Series II: Keep It Clean* Fee Code B
20.00 *The Sonnets of William Shakespeare* Fee Code D
For More Information Contact
TV Recording Liaison Dept.
GUILD LEARNING
Guild House Peterborough PE2 9FZ
Telephone (0733) 83122

Sensitive issues

SCHOOL RADIO
Lifetime Coping with pressure
Mon, Tues 00.30, VHF4.

If you're making School Radio programmes that deal with sensitive issues, you've got to ask yourself how much you're going to leave to the teacher. On the one hand, teachers must be given the opportunity to participate and use the material to suit the students they're dealing with, so don't have too much commentary, advice from experts and ready-made answers. On the other hand, if the material is too "raw", it might be unwelcome - even dangerous - in the hands of an inexperienced or poor teacher.

The two programmes that I have heard in the *Lifetime* series seem to lurch between the two. As it's a night-time series, the teacher has to use it in recorded form in the classroom. But there's no guarantee that he or she will make judicious use of the pause button.

Played right the way through without breaks, the "Not Getting Hooked" programme on drug abuse tells how two young people got on to heroin, both stories which could be useful material for classroom discussion - and continues by chronicling their descent. As it does so, there seems less and less for the teacher to talk about, simply because the experiences of the couple are outside the experience of most teenagers. The thing that most teenagers are likely to experience is the first offer of drugs.

This programme, despite the accompanying notes claiming that "Developing Coping Skills" (ie learning to say no) are featured, dwells too much on how awful it is to be addicted. The teacher who may want to discuss, doesn't get enough to sink a class's teeth into, and the "leave 'em to it" teacher will simply bore his class.

In complete contrast, the programme



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Nick Baker

briefings

For schools

STARTING SCIENCE
(Mon 10.12, Wed 9.47, ITV)
House designs and energy conservation are the topics for the first of two programmes for over eight.

ECONOMICS: SUPPLY AND DEMAND
(Monday Wednesday 00.30, VHF4)
A group of programmes aiming to give O level economics students an introduction to supply and demand analysis.

BELIEVE IT OR NOT
(Tuesday 9.30, ITV)
Two programmes for 11 to 13-year-olds. The first deals with the Hindu, Jewish and Muslim festivals of Diwali, Sukkot and Eid ul Fitr. The second, "Tales" is a new film about a spiritual retreat for young people in eastern France.

ECONOMICS (CSE): YOUR MONEY OR YOUR LIFE
(Wednesday 00.30, VHF4)
Five short plays to reinforce simple points about money management.

Children's television

BOX OF DELIGHTS
(Wednesday 17.00, BBC1)
A six-part serialisation of John Masfetti's classic story about good and evil, shot in several locations, features new use of special effects and technical wizardry. A quartet of computer allows Robert Stephens, Patrick Troughton and 13-year-old Devin Stanfield to perform with animated characters.

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Back to nature

Mary Hoffman on choosing books about animals

their own story or point-of-view. Another series for the very young, Franklin Watts' *First Library*, has two nature history titles, *The Four Seasons* and *Babes in Animals* (£1.99 each). They are very clear simple texts and pictures, complete with index.

More exotic animals feature in Masayuki Yabuuchi's *Sleeping Animals* (Bodley Head £4.50), such as flamingoes and camels. This Japanese series doesn't have a name, but there are also *Animal Mothers* and *Feeding Babies*. Glamorous animals also feature in Walker Books' new *Growing Up* series by Derek Hall. The first three are *Panda Climbs*, *Tiger Runs* and *Otter Swims* (£2.50 each). They are very charmingly illustrated, by John Butler, and carry the World Wildlife Fund's logo as a mark of their approval. It is a pity that Derek Hall makes a small mistake about tigers: they can't purr.

Back to the British countryside for *Snails* by Althea in the *Life-cycle* series from Longmans (£2.95). There are eight hardback titles and Althea's track-record is well known on simple information books for the very young. These make ideal introductions to natural history in the primary school. They would be well worth consideration by Basil Blackwell's new *ZigZag* by Julia Hutchinson, featuring *The Hedgehog*, *The Frog*, *The Garden Spider* and *The Wood Ant*. They can be read as books or folded out to make nature friezes.

Junior Series

This is a boom area, with new series beginning and existing ones adding fresh titles. One of the very best of these is *A and C Black's Nature in Close-Up* series, of which there are now 24 (£3.50 each). These are the full-colour photographic kind of junior information book, with index, each written by a specialist. I prefer this approach to that of Hamish Hamilton's *Animals in Towns* series (£3.50), which are more story-like and have colour artwork by Joyce Pope. But these too are good in their way and may engage a wider interest of over-sevens who haven't yet felt the lure of the straight information book.

The exotic animals are well-served by both artwork and photography. Macdonald have a series called *Animal*

which is illustrated in a uniform style though by different hands. They have no index, but some have distributive maps on the back endpapers.

There are also maps with endpapers of Walker Books' *Living Animals* series. The two latest titles (*Grasslands and Mountains*) both by Clive Catclips (*£4.50* each), deal with a variety of species in each type of environment though the mountain one tells you more about the eco-system involved.

Beautifully illustrated as these series are, it's a case of nature overstripping art, when you turn to the colour photography of Wayland's *In the Wild* series. There are staggering pictures of tigers yawning, dolphins leaping and eagles swooping down on their prey. Each one has an index and a clear text by Cliff Moon, including questions which are not answered until the end (10 titles, £3.95 each). There are one or two misleading points, which I think must result from Cliff Moon having adapted someone else's texts rather than originating his own. For instance "panda" is taken to equal "Giant panda", a creature which that book's blurb describes as "gentle" and "friendly" - this is popular myth. The killer whale is not clearly identified as a dolphin rather than a whale. But quibbles aside, this is an excellent junior series.

Activity and Project Books

Granada's Step Into Nature series (eight titles, £2.95 each) is full of different projects. They are written by Michael Chinery, an old natural history warhorse, and illustrated by John Gosler. It's a bright and attractive series with a strong conservationist theme. Franklin Watts have six titles in an *Action Nature* series (£4.50 each), which use activities and observation to explore nature. And similar is Wayland's *Young Scientist* series (£3.95 each), although these have no index.

There are some series which only squeeze in at the top of the age-range, but which are too good to leave out. Macdonald's *Nature Detective* series (six titles, £1.50 paperback) is very good value, but has a very small type-size. There are little field guides, offering practical help with project tasks, such as specimen collecting.

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Work and play

Patrick E Waite looks at ways in which children can be introduced to the workings of industry

Does the recent publication "We make kettles" studying industry in the primary school (Schools Council Programme 3-Ed. by Jamieson 1), mark the beginning of the next century of change for primary schools when developing such topics as industry and work? This is a collection of case studies concerned with ways in which teachers in primary schools and those concerned with initial and in-service education have developed such topics as industry and work. It certainly highlights the first response by the Schools Council Industry Project's Primary and Middle School Seminar group to a request by the Schools Council to mount an exploratory study of schools/industry work among pupils in the age range 8-13.

The case study, however, from Edge Hill, details a project which began as a result of an earlier initiative taken after the publication of the D O I's Industry/Education Unit Report of Primary Activities in January 1980. The Unit were attempting to encourage relevant activities at primary level when, it was suggested, basic attitudes are being formed and when the Unit wished to see concepts introduced into the curriculum of how industry provides wealth and wealth, and how this wealth is used. At the same time Her Majesty's Inspectors have urged that education should be more closely linked with the world of work and with the country's economic performance. Equally, pressures are being applied to teacher educators to make positive efforts to ensure that future teachers understand the part that their subject plays in the economic and cultural life of their society.

For those concerned with the education of primary pupils this does not mean falsifying the primary curriculum according to a particular ideology, rather to enhancing the curriculum so that pupils come to understand the world of work and obtain a respect for industry and commerce. Work is an important part of our society and many of the scientific, social and economic ideas that children are beginning to tackle in the primary years are demonstrated and find their practical application in our industries. An understanding can start at an early age.

Professor W.A.L. Blyth, author of *Development, Experience and Curriculum in Primary Education*, writes: "A hundred or more years ago, primary schools were busy rescuing children from the World of Work. In a sense, that was how the national network of schools began, and the bounds of 'half-time' and 'beneficial employment' were still being rolled back early in our own century. So it is strange that we are now talking of bringing the World of Work back into primary schools. This is, of course, because the mainstream curriculum of primary education has virtually excluded any reflective analysis of society itself. It has been considered too difficult, and too risky. It was simpler to allow children to grow at least into adolescence taking the World of Work, along with the rest of society, as part of a stable and reassuring framework. This exclusion was also supported by the whole weight of progressive education."

From Rousseau and Pestalozzi to Froebel, and in a sense also to Montessori, the emphasis was on the world not of Work, but of Play. Too often perhaps it was forgotten that these pioneers uniformly expected that, as children grew older, Play would lead into Work. Even Dewey, with his understanding of industrial society, remained undecided about the extent to which present social and economic arrangements should actually figure in the curriculum.

It can no longer be assumed that the rather romantic view of primary education will persist. On the left, for some time past, it has been pointed out that the social framework that is stable and reassuring for some, including those who formulate policy, is a hollow mockery to others and that their plight and their power should also be a concern of the curriculum. Now, on the right, there is a different kind of call, one that speaks of awareness of the central importance of wealth creation, so that children may grow up intent upon becoming sturdy entrepreneurs rather than bureaucratic acolytes of the State. Since these two rival challenges are as incompatible with each other as they are with the romantic view which they aim to supersede, they could end by tearing the primary curriculum apart.

Maybe some people would not be averse to that. Yet it need not happen. It is quite possible, even essential, to reintroduce a consideration of the World of Work into primary schools - infant as well as junior or middle - as a part of a thought-provoking study of Man in Society, which ought to figure in an appropriate form in the primary education of every child. It is necessary that, while they are eager and interested, they should begin to look out from their protective school community on a world of employment and unemployment, of production and distribution, of riches and poverty, of power and conflict, of technological innovation and human response. In the process, schools can make close relationships with particular economic enterprises in agriculture, industry and commerce; they can encourage children to undertake their own small-scale technological innovations and commercial ventures in which girls can show as much interest and achievement as boys, and minority cultures can be encouraged to draw on their own traditions; and from these experiences they can begin to interpret how the World of Work works, and to reflect on how it might work better.

Examples of such thought-provoking, direct, purposeful and cross-curriculum experiences appropriate to the primary school can be found throughout the country from Fox Primary School in the ILEA to Wats Dyke



Primary School in Clwyd (Schools Council Industry Project, Director of Education, Clwyd 1983) to schools in north east Lancashire where teams of educationists and industrialists are leading the way in pioneering joint activities between primary schools and industry.

Alistair Ross (a scale III teacher with responsibility for Social Studies) from Fox Primary School involved every class in making a micro case study of a particular industrial place. It became, not just the Post Office as such for one class of 7-8-year-olds. The Post Office recognized that the pupils did not fit their usual pattern of school visits. The pupils wanted to talk to people at work about their experience of working and the class teacher wanted the pupils to begin to use information gained from visits to the sorting office during the morning shift (the arrival of the small 10 o'clock collection is one of the slackest periods of the day) to develop concepts of interdependence, cooperation and division of labour in a complex work place. The pupils were not only following the progress of the mail, assimilating jargon or observing the technology, but preparing for classroom simulations of the sorting process. These became increasingly complex each time it was played until eventually it was 300 small envelopes each addressed to 81 different locations around Britain moved by 20 trains from London - and what about those "mis-sorts"? The intention was partly to help the pupils understand the process and partly to give them sufficient basis to discuss the problems and advantages of working as a team.

The debriefing sessions were exciting times for discussion. Several children admitted that if they came across an unfamiliar destination when working on a primary sort, they shoved it in any compartment just to get rid of it. In Lancashire Derek Gower (Science Coordinator at Park County Primary School, Colne) had a problem. How do you demonstrate a Jacquard (pattern) loom when it is impossible to bring one into the classroom? By involving a parent whose firm used such looms and using a Saturday morning, the pupils were shown exactly how a badge or school label was

made from the drawing board to dispatch. Enthusiasm abounded and the parent offered assistance during school time to one group of pupils who wished to make their own set of Jacquard cards. Then there was a design process for the school badge, a competition, the parent choosing the winning entry, and the industrial concern preparing and weaving a limited edition. How did the system really work or how do you explain the workings to others? The answer lay in the use of the class computer. After all, Jacquard card is also a data retrieval system, and data collected on parent involvement in the textile industry formed the basis for this comparison. More complex information needs more complex methods of analysis and so the pupils remarked on the similarity to the pattern loom and whether the warp thread should be raised or lowered. Visitors were amazed when the pupils had finished explaining about the seemingly endless hell of cards which were needed to produce that one very special card label. The point picture and Jacquard card of cards now form part of a school display on industry in the community of Colne.

For Carolyn Potts (scale II for Mathematics) and her third year juniors it was the local environment of their school at Stackstead which led to the location of the earliest settlement in the area, a smattering of cottages where the womenfolk had been handspinning and the men handloom weavers. To reproduce hand-spinning in the classroom was an easy task. Pupils made their own spindles and whorls; but as their skills developed and they became more adept at drop spindle spinning, these became inadequate and something more sophisticated was needed. New designs followed and very soon the activities of carding, cleaning and spinning took over the classroom, and the problem now was, what to do with the lengths of handspun wool? Hand weaving seemed the answer; four rulers, then wooden frames from the dividers of loom boxes from the greengrocers, and fallen tree branches with 30 hanging threads held by stones provided the necessary tension. Different textures resulted and hangings designed by the pupils showed the results in one

area of the curriculum of all these concepts that can be applied to the world of work. The local environment of Stackstead equally provided for this class, the local shoe and slipper factory and the museum of the Lancashire Textile Industry at Helmsdale. A central thread in all these case studies is an economic understanding. This arises from consideration of identified key concepts, such as change, value, price, wage, conflict and value. These are built into a selling, buying, producer-consumer model which has been developed and evaluated with primary pupils aged 8-11.

On April 15-16 next year at Edge Hill College of Higher Education, Ormskirk, Lancashire, these three teachers and many other practicing teachers will be assisting the School Curriculum Industry Project and the College in organizing a conference to enable teachers, headteachers, industrialists/trade-unionists to discuss issues related to Primary, Middle schools industry practice.

The conference has been designed to give participants an opportunity to discuss case studies and their relevance to the enabling primary curriculum. The conference will explore how this element might be started in a school, the networks involved; and the possible outcomes for individual schools and their curriculum. Can and should greater use be made of industrial links in the primary curriculum (8-11)? You can share your views with the School Curriculum Industry Project, Primary and Middle School Seminar Group, by contacting Duncan Smith at the Schools Curriculum Industry Project, Newcombe House, 45 Notting Hill Gate, London, W11 3JB - telephone 01 229 1234.

This article deals with one aspect of primary schools broadcasting only: television. I want to emphasize, though, that radio too can offer marvellous educational experiences for young children. Television, with its holding power, dominates the schools broadcasting scene, and I have just emerged from a fortnight's concentrated viewing feeling "over-exposed". I have watched too much too quickly and not followed any one series over a term. Not surprisingly, my eye is slightly jaundiced, but I did get an overview which producers and teachers rarely get since they are normally involved with only one series.

My first impression was that schools television certainly succeeds in reflecting Britain's multi-ethnic school population in the children involved in programmes. The BBC series "You and Me" also has an Indian presenter, Churu Bala Chokshi, who interacts with puppets Cosmo and Dibs. The story she read to them and us was enjoyable, and my only concern was that the audience did not see the text of the story, as Cosmo and Dibs did. Nursery and reception class children cannot read the text, but seeing it, they come to understand that it is the source of the lovely story - a valuable learning experience.

Since nursery and infant teachers are usually women, it was good to see that both BBC and ITV use some male presenters for their youngest audiences.

Dr Eurlon Gwynne-Jones, Head of BBC Schools Television felt that the BBC primary series are already contributing to the aims defined in the recent DES pamphlet "English from 5 to 16" (HMSO 1984).

The one area where the BBC feel they do more is computer education for young children. I heaved a sigh, not because I undervalue computer education, but it tends to dominate innovation and obscure the need for improvement in other, equally important areas.

The latest figures (Choat et al, TES 12-14-84) show that 42 per cent of primary schools now have videorecorders, but most of these do not use them



Holding power

Elizabeth Hunter-Grundin comments on a selection of primary schools television programmes

to build a resources library for small group study. Of course, such use has to be well organized and requires several TV sets, two videorecorders (for flexibility of recording and playback) and a good supply of cassettes.

BBC Scotland is making some headway in this area. Jacqueline Johnston, Secretary and Senior Education Officer of the Schools Broadcasting Council (Scotland) spoke of a drive to encourage primary schools to record television broadcasts for resources-based learning. Particularly impressive is a

unit of only three interdisciplinary programmes on the Great Glen in a series for 9-12 years olds, called "Around Scotland". These beautifully filmed documentaries are educational television at its best. The BBC programme *Water for the Desert* in the "Zig Zag" series (age 8-9) also achieved this good documentary quality. An attractive pupils' book complements this series, but why could it not be given an index to help children find the information they want? Central Television's "Going Places" (age 7-9) took us from a fish and chip shop queue and showed the processes from seedling potato and deep sea fish. Excellent filming and pace with instructive diagrams, this, to me, was good resources material rather than enrichment.

The highlight of my fortnight was definitely "enrichment". Central Television's *First Time* in their series "Ways with Words" (age 8+) was a mastery programme, worth showing at peak viewing time. It invites the viewers to identify with Julie on her

first day at a new school by showing graphically what goes on in her mind. Feeling silly in her school uniform, she is seen in a clown's outfit. Children in prison uniforms march into the school from the playground. It was wise to put no age ceiling on this series. As a teaching resource it could span a wide age range.

Among a generally good selection of Teachers' Notes, those for "Going Places" and "Ways with Words" are extremely useful.

Anthony Bates (*Broadcasting in Education*, Constable, 1984) reports that BBC's "Watch" (age 6-8) was viewed in over 75 per cent of Britain's primary schools in 1981-82. Since it is still at the top of the BBC charts, I found the rivality of the programme about Captain Cook was surprising. The programme hopped about with no real pattern, and on Cook's forced return, one of the presenters commented: "Do you think they fell happy or sad? I think they must have been delighted!" Finally, both presenters danced a hornpipe - twice. Small viewers may forever envisage Cook playing with chunks of ice in tanks of water, dressing up his goat and dancing hornpipes with his girlfriend.

There is not enough space to discuss all the programmes I saw. I enjoyed the professionalism of the BBC's Science series, and their reading programmes are very valuable indeed. One exception is Basil Brush: plenty of fun but far too little reading education. And the Pepper story books are made much less useful by captions which are printed with the words too close together.

Studies by the BBC Schools Broadcasting Council confirm that most British teachers prefer to use broadcasting as enrichment. But the concept of enrichment is imprecise at best. Anthony Bates makes an important distinction between "enrichment" and "learning resource" programmes. The latter are less likely to be all things to all men, but when used well they can be much more beneficial educationally. Enrichment, in the form of miscellany series for the youngest age range, seemed to be the least successful of all.

continued on next page

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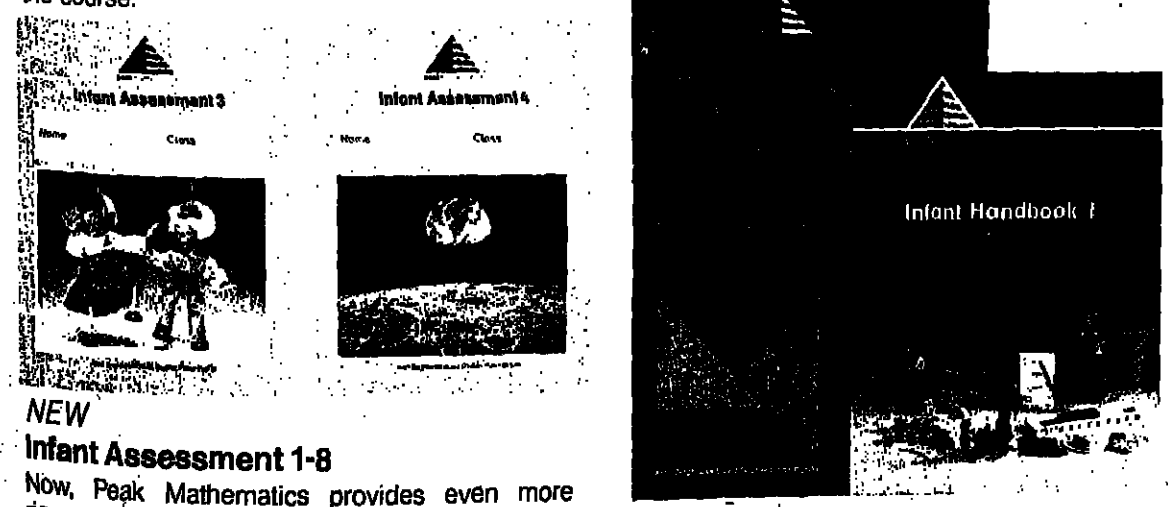
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continued from previous page

Finally there is *Nature Watch*, a new series in paperback from Hamlyn (five titles £3.50 each). These could be used by top juniors, secondary students or adults and are very comprehensive conservationist handbooks on topics like Pond Watching and Butterfly Watching.

Individual titles

In such a welter of series for juniors, some individual titles may get overlooked. But though a series provides familiarity of format, leading to ease of use, you have to keep your eyes open for the single book that is going to catch the imagination. One of these is *How Life Begins* by Chrissy Rankin (Collins £5.95). The colour photographs are by Oxford Scientific Films, who lead the field in the intimate art of recording animals' private lives. Here you see zebras mating - a spectacular sight - baby crocodiles in their mother's mouth and a Honess rapturously enjoying being suckled. Human birth is included very naturally in context.

Animals in Danger by David Black (Macdonald Educational £3.95) is a very important book from a publisher of this kind. It takes on fairly the treatment of animals and the land by humans and is good about ending with practical advice on what the individual can do. Children should be stimulated by Terry Jennings' *The Wild Life in Your Home* (Young Library £3.75), to see where natural history begins. It does deal with some fairly unpopular creatures, such as earwigs, slugs and cockroaches, but makes even them seem interesting.

Encyclopaedias for Children

I've included only three of these, since it's difficult to decide whether they genuinely have a separate role to play. My favourite *Nature Encyclopaedia* (Hamlyn £3.50) is aimed at the younger end of juniors to me. It is very sensibly arranged, by Leonard Moore in a way that progressively explores aspects of nature from the microscopic to the ecology of different kinds of environment.

Hamlyn do another impressive en-

cyclopaedia, *The Hamlyn All-Colour Animal Encyclopaedia* by Cathy Kilpatrick and John Hard (£6.95). This is a very fat and satisfying volume with sections on migration, colouration and an excellent little one on animal taxonomy. There is also *Dictionary of Animals* by Michael Chinery (again) (Kingfisher £9.95). This is really an alphabetical encyclopaedia and provides pretty solid fare.

Teachers' Bookshelf

If you are going to have a reference collection in class or school library, you are going to need books in which you can go deeper and provide further information than the children's encyclopaedias offer. And of course this year has seen the publication of two stunning reference works of this kind: Allen and Unwin's *The Encyclopaedia of Mammals* Vols 1 and 2 is £25 per volume. But once you have swallowed that pill, just start thinking of ways to afford it. It is a magnificent production, using colour photography and superb artwork, and its very length and

scope allow it to go into satisfying detail about each kind of mammal.

Complementary to that is Longman's illustrated *Animal Encyclopaedia* by Dr Philip Whitfield. This also costs £25 but there is only one volume. It obviously can't be as detailed on mammals as the Allen and Unwin but it does cover all vertebrates, including birds and fishes. This one is all artwork, very clearly set out, and is very helpful on the classification of animals. Longman have such a valuable resource here that we can expect many smaller offshoots from it. *Apes and Monkeys*, for instance, should be available next Spring at only £3.95.

Finally, if you want to fire the imagination of children about animals and the relation that we have to them, I don't think you can do better than read to them from the accounts of people who have lived closely with one of the big mammals. Two recent books are specially good for this. One is *Dian Fossey's Gorillas in the Mist* (Hodder and Stoughton £10.95), her account of 12 years spent with the mountain gorilla.

Although a scientist, recording observational data, she conveys perfectly the individual character of each of the gorillas she named, and her accounts of the deaths of some of them recreate the shock she felt at human cruelty and disregard. However, she is unperturbed and sensible about the task of persuading the gorillas to share the mountain gorilla's environment, that destruction of its habitat for farming also means an end of their own water supply.

Arian Singh is not a scientist, as he modestly tells you. But his book *Tiger* (Cape £3.95) is compelling reading. Singh has restored a long-reared tiger cub to the wild and done the same with three leopards, although the same with three is still alive. He is only one of those in India, because of his passionate defence of the tiger and his respect for his own qualities. This shines through every page of his most recent book, giving him an eloquence one suspects he has in the context alone. It is here you find the tigerishness of the tiger and that is what children have to feel if they are to be the conservationists of the future.

EXTRA

Holding power

continued

I saw two programmes of the BBC's "Thinkabout" series (age 5-7) and two of Yorkshire Television's "My World" (age 4-6). Most little ones surely have real-life experiences to discuss in class that are much less dreary.

Whatever the nature of the programmes, they need to be placed in an educational context. David Lee, IBA Education Officer, emphasized this point strongly. I hope there are very few schools who use television as what he calls "an electronic child-minder, instead of a voyager of discovery". But I am sure that many classes would benefit from more preparation and follow-up.

As David Lee says: "Good follow-up is what happens when there is a coherent resources system within a school, allied to time, teacher commitment and clearly defined goals."

The BBC and the IBA have spent surprisingly little time and money on formative research with a view to improving the educational quality of their programmes. Given the international acclaim awarded British broadcasting, this may be understandable, but educational broadcasting - like other aspects of education - needs to move forward continuously.

Ruth Ballin is the BBC Senior Education Officer responsible for "special projects" which, she says, covers any kind of project on teacher training or broadcast use. She also heads a small research unit, and she is optimistic about the prospect of improved research in the near future.

The nature and form of research into educational broadcasting are important issues. BBC and ITV are likely to share their findings in the spirit of their traditional good relations in educational broadcasting. But the critical question is whether the broadcasters will plan the future in their own studio world - or whether they will involve themselves in a much broader kind of educational development.

Broadcasters often feel that their provision is quite good, and that the problem lies with teachers who do not make educationally valuable use of the programmes. Bates takes a different view and gives school broadcasting the following "end-of-term report": "Should not be misled by the apparent good performance so far. Could do much better - and will need to, given next term's challenges."

In order to "do much better" broadcasters and other educators will need to engage in ongoing collaborative planning and innovative development, looking at a variety of issues: aims, priorities, curriculum development, learning experiences, evaluation, to name but a few things they have so far not tackled together.

Broadcasters will claim, justifiably, that they consult educational opinion at many levels. But the kind of collaboration I envisage entails more than school visits, day conferences and the expert programme consultant. With its established national network, Television can make a significant contribution to curriculum development, as an integral part of a broad-based effort to improve children's learning. To achieve this, education and broadcasters must work together over long periods of time, establishing aims for their joint work. Then, focusing on specific curriculum modules, the work would entail planning and producing sets of learning experiences exploiting the unique values of each medium. The overall aim would be to help pupils to become fact-finders, making creative use of the best resources available.

Utopia? Only if we are stubbornly wedded to status quo. Educational broadcasting costs millions of pounds each year, far more than is spent on curriculum development. Add to this the fact that the broadcasting network is a vast system which links schools in a unique way, and it seems to me that very exciting possibilities exist to launch British primary schools en masse into a new era of creative and innovative curriculum development.



The Magnetic Way Into Language Starter set of board and two kits £79 Complete programme £147.50 All components are available separately from Martin Ballard and Co Ltd, 7 St Paul's Road, Cambridge CB1 2EZ.

The Magnetic Way Into Language is a sophisticated and extensive set of materials for language teaching. It consists of a magnetic board with a white surface, on which are placed durable PVC pictures. The board is available in two sizes (835 x 610mm or 555 x 415mm) or as magnetic tiles. Pictures come in four kits: "A Country and Seaside Scene", "An Interior Scene", "A Street Scene", and "People In Action". Each kit or a combination of kits can be used to build up scenes of increasing complexity with strong visual appeal. In total there are eight background sheets and over 500 smaller pictures.

"A Country and Seaside Scene" covers the exterior of a house and garden, a farm with farm animals, hills, mountains, the seaside and holiday. The weather can be changed by adding rainclouds or the seasons by adding appropriate overlays to the trees. With section one of "An Interior

No bells!

John Bald reviews a study skills course

Primary Language Course. Levels 1 and 2 evaluation pack. Cambridge Educational. £3.75.

Instead of a teachers' book, the publishers of this "entirely new scheme" have produced an enlarged and embellished publicity leaflet. The scheme, it announces, provides "the first full study skills course for primary school children", "develops the full range of writing skills" and "covers all aspects of language work" for seven to twelve-year-old children.

Any scheme which can do so much should come with bells and flashing lights. However, on the basis of levels one and two, this one does offer quite a lot of useful ideas, well illustrated and presented, and could contribute to a more broadly-based course than most of the competition.

The two books on writing generally encourage children to write rather than to complete exercises, using subject-matter which is appropriate and initially based on direct experience. Topics include "the seaside", "falling out", "parties", and, in level two, designing and producing a puppet show. There is some copying-out, in the guise of filling in gaps in sentences but not too much to skip without feeling cheated on the price of the books.

Charles Cuff's "Study Skills" books contain some good suggestions for planning and presenting work, including pie charts, bar graphs and selecting and using headings in writing. Mr Cuff argues that such techniques should be used throughout pupils' work, but unfortunately they are presented in a format which suggests that many will simply work through the book.

The "Word Play" books suffer from a similar conflict between format and theory, although in this section of the scheme the good ideas - word webs and word-banks - have to be extracted from a series of disconnected activities, some of which, such as "sounds of vowels", are so limited as to be misleading. The fourth section, "Talking and Listening", consists of a collection of brightly illustrated cards, each designed to provide a pair or group of children with a talking point. Topics include "getting lost", "family life" (dad washes up), "fear", "moving house" and "How is it made?" The cards have rather lengthy written instructions on the back and their use would have to be thought out with some care. Nevertheless, it is unusual for a published scheme to pay such attention to spoken language.

Apart from some of the illustrations, there is little in this scheme that most teachers could not do for themselves. It does, however, offer a more interesting variety of activities for children than most, and an evaluation pack could be a useful investment.

Magnetic way

Wendy Body reviews a set of materials for language teaching

Scene" you can build up all the main rooms of a house, an office, a workshop, an airport and a railway station. Section two provides 48 items of food and drink which can be placed on a backsheet of a large table.

"A Street Scene" illustrates traffic, shopping and buildings with people of different nationalities: couples from nine countries, five foreign policemen and even a Buddhist monk, while "People In Action" provides characters of all ages to illustrate walking, throwing, sitting, giving. They can be dressed for work or in outdoor garments and used either on their own or in scenes provided by the other kits.

A feature of this kit (and one that is available separately) is the two large faces which can change their expressions with the 10 different overlays that are provided. (Great fun this one - you

can change the expression as if by magic by whipping away several overlays in quick succession). Two further overlays allow the faces to be shown wearing a hearing aid and spectacles. I was very pleased to see that this kit does allow some forms of handicap to be naturally depicted: there is a child wearing calipers and a wheelchair or guide dog which can be used with other characters.

A Multi-Cultural Supplement is now available which depicts people of Asian and West Indian backgrounds. It is a very welcome addition.

Each kit comes in a sturdy plastic folder in which the individual items are sensibly stored in small pockets. Illustrations on the front make the task of replacing the pictures correctly much easier for teachers and pupils alike. Every kit contains its own teachers' notes which are clear, brief and to the point.

The magnetic board can be written on with dry wipe board markers, water based wet wipe board markers and water soluble crayons (available from Martin Ballard and Co Ltd. These are excellent). Captioning scenes or labelling items is thus possible - an important aspect of language work.

To increase flexibility further, metalized paper is available. Teachers can write or draw directly on it using their own materials, or it can be cut up and stuck on the back of any other paper needing to be displayed on the board. "Make Your Own" containers can be obtained for storing teaching resources effectively and carefully.

The Magnetic Way Into Language is quite the best published resource I have seen for use in language development work. It has wide applications and could be used not only for oral language development work with young children and those with special educational needs, but for English as a second language and foreign language teaching.

It's fun, educational, beautifully produced and flexible. Good value for money.

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EXTRA

Plain maths diet

Mastermaths. By Paul Britten. Oxford University Press. Pupil's books 1-4 £1.50 each Teachers' books 1-4 £3.50 each.

This is the age of the maths scheme. Most publishers have one offer. OUP by contrast, have brought out what they describe as a four-book junior maths course. The Mastermaths books provide straightforward sets of exercises, mainly on number work.

Most publishers claim that their schemes combine the best of traditional with the best of modern mathematics. However, Mastermaths' first aim is "to combine the best of traditional mathematics with a modern, lively approach." In other words, it sets out to combine traditional maths with traditional maths, but presents it in a less tedious way than traditional books once did.

The presentation is indeed very well thought out. The pages are organized in a strict two-column layout. Diagrams and other visual material are packed carefully into the columns. This gives a sober, yet surprisingly well illustrated page. Tinted panels appear at the top of pages to provide relevant information and reminders. The exercises manage to remain in precisely the same format throughout the whole series. Monotony is avoided by the way the pictures are blended in.

Sets and number bases are excluded but otherwise it covers similar ground to other books. The style of the exercises is consistent throughout: for each topic there is a set of routine questions. This is good for helping pupils make rapid progress in early stages but the understanding approach would leave a large proportion of children inadequately challenged. However, there can certainly be a place for this kind of work in the primary classroom.

Mastermaths 1 covers work which some children would encounter in the infant levels of rival schemes. There is an interesting section of work showing different aspects of the idea of "difference". The author makes good use of measurement contexts to support number work throughout the series.

Geometry is not represented thoroughly. It is restricted to a few pages on the names of shapes and a more substantial amount of material on angles.

Surprisingly, some of the more difficult place value topics are allocated less space than easier ones. For instance there is thorough coverage in the earlier books of writing numbers in place value notation. The author uses standard materials and also introduces boxes of 10 and 100 pencils to illustrate. However, subtraction by decomposition is given very little space. There are only two pages in book one, covering sums like 25 - 7 and 46 - 19. This is continued on just three pages in book two, where "hundreds" are in-

ly some measurement pages involve subtraction practice, but support for the teaching of this difficult process is very thin.

The choice of exercises is strikingly unimaginative. For almost every exercise you could find a nearly identical exercise in another textbook. This can be seen in maths books. Do not look in this one for new ideas. The author's main creative efforts are more apparent in the development of the overall package.

The choice of material for the teachers' book is unusual and useful. The books do not offer advice on lessons and supplementary practical activities. They give minimal comments on the pages together with answers to the exercises. They do however provide over 30 worksheets, copyright free. The worksheets provide further work in write-in format and some of this involves practical tasks. These worksheets are quite worthwhile, provided you have access to a photocopier. Also provided are resource pages which can be photocopied freely. They supply the teacher with a relatively unlimited stock of basic aids such as number lines, clock faces and grids.

Also available alongside the books are four computer programmes each giving practice in addition, subtraction, multiplication or division. They are sold as a two-cassette pack for the BBC micro.

Those interested in developing calculator work, practical work, discussion, problem solving and investigation must look elsewhere for support. Mastermaths will however provide a mathematically plain diet of routine exercises, pleasantly packaged. Such materials do have a useful role to play. Mastermaths compares favourably with other books of the same type currently available.

Andrew Rothery



"Two furry foxes with boots upon their feet" are two of the creatures from Granada Publishing's Help Your Child to Count series. Six titles at £1.95 each by Richard and Nicky Hales with lively pictures by André Amstutz.

cluded, and only two pages in book three, to include "hundreds". Subtractions with an awkward zero, like 304 - 79 are not dealt with. Admitted-

Number fun

Pointers: Planning Mathematics for Infants. Cambridge University Press £2.50 521 27678 0

At the time, back in 1967, I think we all realized that those first Nuffield Maths books - *Beginnings, I do and I understand*, for example - were good stuff; and nearly 20 years on, we can be fairly certain we were right. One measure of their enduring influence is that it's almost impossible to imagine an acceptable new book on good practice that doesn't bear the Nuffield stamp, and echo many of its approaches.

Pointers is a typical example. It has little new to offer except improving quotes from the Cockcroft Report, and the activities and the principles it advocates are clearly out of the Nuffield stable. But that's not to condemn it to oblivion: unless you're completely convinced of the excellence of every aspect of your maths provision (and if you are, please send me your name and address) you will certainly find a few interesting ideas in *Pointers*. There are some promising beginnings, especially a section on how "Maths can be found in the daily work of the classroom", which takes the topics of "Christmas" and "Shoes" as examples - though some of the activities, in the Christmas list particularly, take maths to its giddy limit and beyond. I don't think I could ever be persuaded that it's a good idea to ask children to count the number of words in a carol with four or more letters - little, Lord, Jesus, and so on - but perhaps it's more festive and less monotonous than counting Unifix cubes, which seems to go on for ever, in season and out of it.

Other sections are much less impressive. "Problem Solving" turns out not to be about working with children to solve real problems, in the real world, but about those special Platonian

problems that maths teachers set. For example, at this time of year, three children, against all the odds, find just 12 combs, which they share out amicably and equally, and no one even suggests a fight over who should have the largest. How can children take teachers seriously when we offer them fairy tales like this?

Advice on "Assessment" includes a sensible reminder that it "should not become an obsessive time-waster"; but the section is distinctly thin on suggestions for what the teacher should do if the child turns out to be "not ready". And the authors are not nearly outspoken enough for my taste about the almost universal tendency for infant teachers to hurry their six and seven-year-olds through the whole of the syllabus they'll meet at seven and eight in the junior school. I don't know why we can't admit to ourselves that since it's all to be done again next year, there's no rush to get it all done this year.

One last warning: this is a book about practice, and practical activities - the very top layer of true mathematical understanding. It is nowhere near being the book we are really waiting for, the book, or even a book, about the fundamental mathematical concepts that all children, and all adults, use every day to make sense of the world. So it does not address the fundamental questions of how much real maths teaching or learning can take place without a conscious and confident grasp of those concepts, by children and their teachers. And therefore it cannot break new ground in its suggestions for exercises, things to do in the classroom, or "Reinforcement Activities". Meanwhile, the book I'm waiting for will urge us to drop computation exercises, and set confidence-raising tasks instead.

Mary Jane Drummond

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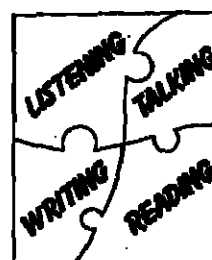
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Digging deep

Geoffrey Strack describes a school's expedition to Saqqara

South Harrington Junior School, in the London Borough of Haringey, decided to purchase the computer program *Expedition to Saqqara* in the summer term of 1983 and use it with the fourth year commencing that September. Michael Corboy who was teaching the class, had decided that a considerable amount of preliminary work would be needed before any of the children used the computer and in the event, this work stretched out until the spring term, since, following what now seems to be a familiar pattern in computing, the goods are advertised well before they are available.

As with all good topics the number of different ideas that could be explored was extensive. The class started off by considering the geographical location of Saqqara and then spent some time obtaining information about life in early Egypt, the Gods worshipped, the type of clothing worn, cosmetics, and jewellery, farming methods and the food eaten. A great deal of this work was researched by the children at the British Museum. It was felt that, as direct an experience as possible, was of a paramount importance. The children in fact visited the museum six times.

The work was extremely varied, for example, in choosing the rocks for a pyramid or statue, a number of important economic, logistic and physical factors had to be taken into consideration by the Egyptians and the children considered not only the geology of the rocks, but also carried out a survey at the British Museum of the different rocks used and why. Following on from this was some useful mathematical and scientific work involving pulling loads over different surfaces, pulleys, levers and the inclined plane.

Prior to their "departure" for Egypt the children wrote three letters. The first was to The Department of Antiquities at the Museum of Cairo requesting permission to explore the Necropolis of Saqqara and the second was an application for a grant from the London University Faculty of Archaeology. The teaching pack includes examples of replies for each letter and it is left to the teacher to design a suitable letterhead and reproduce copies for each child as can be seen in the example shown.

Children also wrote to a Travel Agent to book their airline tickets. They applied for a visa, completed it and considered possible health problems. One of the more interesting ideas was a consideration of the personal luggage to be taken; choosing the most suitable clothing to be taken, for example, and how much of it consti-

tuted 44lb or its kg equivalent.

A phrase book of Egyptian words was made up and it is interesting to see that words which we consider as slang like "shufti" meant in their language: in this case "look".

An archaeologist came to the school and talked to the children and as a result of her visit, work was carried out on investigating and discussing the type of equipment that they would need on their digs.

It was only now that the children began to use the computer for their survey. The teacher decided on the starting location for each group and it was then left to them to discuss and decide in which direction and how far they will dig each day, with the constraint of a grant that will only allow them to employ so many workmen and dig for a limited period.

As with all good adventure simulations a number of hazards and clues occur as the expedition proceeds and details of these can be read in the daily diaries which are creatively expanded to include all aspects of their life in Egypt. The visit of someone from Egypt and their description of everyday life in that country stimulated the children to include an account of an imaginary visit to the home of one worker.

On their first run through the simulation a group carried out a surface survey to establish the position of major landmarks such as the pyramids, and find surface evidence of possible tomb sites. The work gave the children practice in the use of co-ordinates and, although the surface survey is two dimensional, it is necessary to work in three dimensions when a site is chosen and excavation takes place, because it is possible to go vertically downwards for six levels. The children keep a record of grid squares that they have surveyed and on excavating they represented three dimensions by superimposing one piece of squared paper on top of another.

It is essential that the children maintain an accurate record of their movements, since at the end of their excavations each day, they must return to the surface, retracing their pathway exactly, otherwise penalties such as a workers dispute, may be incurred and this extra further into their grant which is continually being reduced by a cost of \$20 per day for subsistence and \$2 for each square moved on the surface.

Concealed at various locations on their grids are a number of archaeological treasures and, when the children discover one, everybody shares in the excitement and interest. It is extremely rewarding to see the enthusiastic dis-

cussion and collaboration between both members of a group and the class as a whole. The items found are either a written message or a card-mounted picture. These then form a basis for further research and speculation for the group involved.

The greater part of the simulated dig took place during March and for this period a record was obtained from newspapers of the daily weather forecast for Cairo. A graph was produced of the fluctuations in temperature during this time and the forecast was used as a basis for the type of clothing to be worn for that day.

Early on in the project Michael Corboy had visited an Egyptian restaurant and obtained a menu in Egyptian and in English and, as a result of this, the children cooked Egyptian dishes at school and in so doing became more familiar with the diet of Egyptians today. For each day the group were allowed a set amount of money for buying food and clothing, paying hotel bills, taxi fares, etc, and this served to encourage them to budget carefully.

Interestingly, a system of fines was introduced for the late completion of work, and the repetition of words such as "then", "went" and "got". There were, however, also bonuses for the use of good vocabulary and vivid descriptions.

As the children progress with their simulation, acting out the part of contemporary archaeologists, they are involved in decision making and problem solving; they learn from their mistakes and develop strategies that are often more sophisticated than we previously would have thought possible; one group discovered that there was a considerable advantage to be gained in knowing the locations of the different types of rock being excavated, therefore as they proceeded they displayed their findings using different colours on their recording matrix.

This simulation could be played out by the children without their necessarily gaining any deeper understanding of the events being simulated. The impact that a computer simulation such as "Expedition to Saqqara" can make on the curriculum must be directly proportional to the amount of work put in by the teachers involved and although the commitment at this school was exceptional, I believe that even if only one half of what they have done had been achieved, then it would still have been a worthwhile exercise.

Saqqara is published by Ginn.

G Strack is a support teacher for computer education in the London Borough of Haringey.

The Department of Antiquities, The Museum of Cairo, Cairo, Egypt.

I am pleased to issue you with permission to explore the necropolis of Saqqara. Naturally, any finds are the property of the Egyptian government and permission must be obtained in order to remove items from the site.

Yours sincerely,
Aly el Kholy
Director of Excavations
Department of Antiquities.

Left: letter of reply in response to request to excavate in Saqqara. Below: main page of excavation as seen on the screen.

Saqqara — Excavation of Site Q

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Command?
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"Plan view"
"Elevation"

Ahead in this direction there is surface sand.
Move forward?

Homely methods

Stephen Grigg on a comparison of two different methods of involving parents in their children's reading

fairly closely to the approach used by many teachers when they hear children read; the key points being praise for success, delayed attention to errors and the use of context clues to encourage reading for meaning. Parents were not encouraged to teach decoding strategies as it was felt this often led to confusion and in any case it was better to maintain fluency by simply providing the word if the child couldn't work it out for himself after a few seconds.

The second method is paired reading which also places great emphasis on the need to praise success. The

main difference is that the child is provided with a correct model by the parent or teacher reading at the same time, carefully matching the pace to that of the child. When the child reads confidently enough to read on her own, she uses a simple signal and then reads independently until a mistake is made, or she gets stuck. The parent then provides the word and simple child signals again. Both methods have been shown to produce quite dramatic improvements in reading ability but a direct comparison of effectiveness had not been made. The Gateshead Home

reading Project attempted to answer this question. Forty-eight families from four inner city junior schools were involved in the project. The 12 children from each school who had the lowest reading ages in second and third year junior classes were invited to take part. On average their reading ages were two years behind their chronological age. Many of the parents had not previously been in close contact with school and several of them felt very insecure about their own reading abilities.

The children were randomly allocated to one of the two experimental groups. The control group used the Young Group reading test and the

pre and post testing. Information was also collected from attitude to reading scales, self concept measures and questionnaires for parents, teachers and children.

As is often the case with comparative evaluations, the results did not point to one method being clearly superior to the other. Both experimental groups made more gains than the control group and this progress was in the order of two months reading age gain per chronological month — a very real improvement.

The results then support previous research and suggest that the particular method used is less important than whether or not parents hear their children read at home. This is a key point because it would be unfortunate if the advocates of parental involvement became distracted into a sterile dispute about methods such as that between "phonics" and "look and say" approaches which has dogged the teaching of reading for years.

However, there were real differences between the groups in this study which suggest that it may be possible to match method to need for individual children. Overall the paired reading group did marginally better than the more conventional listening approach is group, but when the results for higher

and lower achieving children were looked at separately this difference became quite marked.

Obviously all the children were well below average in reading attainment, but the paired reading approach was particularly suited to children at the earliest stages of reading. For these children, reading age gain was substantially better than for the listening skills group and it also considerably improved attitude to reading and self concept.

However, with slightly more able children the listening skills approach was just as effective in improving reading standards and was preferred by the children. For this group the paired reading approach did not improve attitude to reading and several parents commented that their child did not enjoy the simultaneous aspect of paired reading. It was also noticeable that most of the better readers used the signal almost immediately so that they could read independently.

On the basis of the results there appear to be grounds for proposing a hierarchy of approaches in which paired reading is seen as the method of preference for those children with a reading age below about 7½, whilst a more conventional listening approach is preferable for slightly more able children. Obviously attitudes and self confidence will also need to be taken into consideration, particularly when a child has already experienced difficulty in learning to read.

Will Harris

Tuning into language

Lilian Think and Speak. By Rob Norris, George Hennessy and Dorothy Harmer with teachers from Sefton Schools Council. Red Section: Teacher's Handbook 03 910486 9, Children's Activity Master Sheets 03 910485 0; Blue Section: Handbook 03 910492 3; Master Sheets 03 910491 5; Green Section: Handbook 03 910495 8; Master Sheets 03 910494 X; Yellow Section: Handbook 03 910489 3, Master Sheets 03 910488 5. Handbooks £5.50 each. Master sheet books £6.50 each.

This is a worthy attempt to provide primary schools with material for exploring "oral skills" in listening, describing, questioning and discussion, on solving problems and recording solutions, on tuning in to the language of the classroom, and on a wide range of language-related factors like memory, self-confidence and concentration. It is carefully thought out, but gives yourself a couple of hours to plough through its rationale and explanation. And find more hours in the day for preparing all the worksheets. Yes, of course we do find time for preparation, and, yes, it is pleasing to find a scheme that isn't all done for us on glossy workcards and with natty little boxes to put them in; but I am bound to ask, as was my second-year infant teacher colleague, is it all worth it? Our reply is, "On the whole, not."

The final stage of the series is by far the best, and I confidently recommend it. But the earlier stages are less successful, lumbered as they are with narrowly focused exercises, designed, for example, to check on children's grasp of positional words. "Draw a yellow car behind the bus", and so on, responses to be made on the work sheets. These are diagnostic aids, or can be used as such: fair enough. But I question how long teachers will keep going the records minutely detailing each child's grasp of "top", "at", "on", "top of", "behind", "in the middle of" and whatnot. This kind of work could surely be better done with language coming in the first place from the children themselves. And if a child has not, so to speak, grasped "behind", do we need work like this to tell us?

Well, perhaps we do. The material is designed to be used, if desired, with groups having special needs. And the work isn't all on position: there are sections on describing and questioning and problem-solving and so on, and there is real value in giving children work to elicit spoken responses and the chance to discuss together.

But there is no need for a top junior child to work through all the earlier material to get a lot from, for example, the section centred on the Bayeux Tapestry (Yellow). This is excellent material, with chunks of the tapestry reproduced for children to examine and some intriguing tasks to carry out.

The broad aim of this work is its saving feature. There are opportunities for discussion about the meaning of the tapestry, exploring narrative, learning about historical events. "William is holding a Council of War with Bishop Odo, the man who ordered the Bayeux Tapestry to be made. In the Latin, 'nisi' means ordered and 'edificare' is to build. So the children have to translate the Latin; some nice language work here. The other material in the Yellow Section is equally challenging and worthwhile.

So get the Yellow books first, then think about the others. And if another edition comes out, let us hope the sheets for duplication are ring, not spiral bound, and the artwork improved. Bishop Odo clearly had more taste to better artists than had Holt, Rinehart and Winston.

Next week's Extra will contain reviews and articles about children's books for all ages.

Where in the world

Britain is my country. Denmark is my country. New Zealand is my country. Spain is my country. By Bernice and Cliff Moon. Wayland £4.95 each. We Live in Mexico; the European USSR; Canada; Argentina; West Germany. Wayland £5.50 each.

Village in Nigeria. By Carol Baker. German Family. By Ann Adler. Aglaia Lives in Greece. By George Papapavlou. Fergal Lives in Ireland. By Peter Thurstfield. Young Library Children of Europe series £3.75 each. A Family in Japan; Australia; Ireland. Wayland £4.95 each. In and Around the Mediterranean. In and Around the Antarctic. By Laurie Bolwell. Wayland £4.95 each.

My Village in Nepal "Tsiza and the My Village in the Sahara "Tariff the Tuareg Boy". By Anne Rochegude. My Village in Morocco "Mokhtar of the Atlas Mountains". By Elisabeth Thiebaut. Translated and adapted by Bridget Daly. Macdonald £4.95 each.

All of a sudden we seem to have a bewildering choice of world studies books for the junior age range. If this represents — as it surely must — evidence of a broader, less ethnocentric approach to primary topic work, then it can only be to the good.

Mind you, the authors of such books are on a hiding to nothing. A slim volume for young readers which sets out to give the salient features of a country or a people is bound to be selective to a degree which positively invites criticism. Even the cover

photograph is going to provoke someone, somewhere into sniggering derision — "Surely, they don't want children to see Germany as buttermilk farmers carrying beer steins!" Such criticism is so easy to make that it must be kept in check. Even so, should we really be illustrating Britain in my country with a romantic backlit summer shot of lady Morris dancers in Stratford-on-Avon?

This "... is my country" series from Wayland works by having, in each book, 28 double-page spreads each purporting to be a brief biographical sketch by one of the country's citizens. The main problem with this approach is that each occupation is described so briefly that the accounts skate perilously close to the limit beyond which information takes on negative qualities.

The same publisher also offers the "We live in ..." books which are clearly intended for older juniors and which are thus able to give more facts and more details in a format which is essentially similar to that of the other series.

The A and C Black Beans books adopt the same first person singular approach. It is an obvious enough device and one which at first sight ought to be helpful. However, the problem is that unless it is very well done, the result is stilted and has the effect of distancing the reader from the supposed speaker. It reminds me of nothing so much as those documentary television interviews with Third World people who are allowed a few vivid, incomprehensible words in the vernacular before the sound fades and the flat, uncommitted tones of a Western interpreter take over. Thus, in *Village in Nigeria*: 12-year-old Thaddeus, a Yoruba boy, purportedly says, "We older children help the women to prepare and cook the food. Today, it's

Joan Solomon's *Sweet-Tooth Sunil* (Hamish Hamilton £3.95) describes, with the aid of attractive photographs taken in a Hindu home, the celebration of Diwali. Other books in similar format describe the experiences of British Sikh, Muslim and Jewish families.

my brother Peter's turn to peel and wash the Yams ...

Young Library's Children of Europe does the same thing a little bit better — the black and white photographs are perhaps rather grittier than the endless sunny scenes in the other books — but the plonkiness is still there. "Cars cost more than twice what they are in other European countries, because they are all imported, and are heavily taxed," says little Aglaia Mytilinaiou from Siphnos in the Greek Islands. She also has things to say on the development of Greek tourism.

Reversion to the third person may not save the day either. Wayland's Families Around the World sounds, on the whole, like those fill-up documentaries that used to come on at the cinema while you were queuing up for a Strawberry Mivi. "Japan is a beautiful country, and from our train window we gaze out at the landscape. Eighty per cent of the land is mountainous, with some active volcanoes, deep wooded valleys ..."

Gerald Haigh

That'd be Telling

Michael Rosen and Joann Griffiths

This exciting new anthology, based on the highly successful BBC Schools Radio series of the same name, presents a choice collection of stories from a wide range of cultural traditions, together with songs and riddles — all designed to stimulate talk in the classroom.

Dramaworld

A new series of plays based on stories drawn from all over the world, written both for reading in class and for informal short performances. The stories were chosen not just for their multicultural aspects, but for the vigour, clarity and directness with which they tackle matters of eternal human interest.

* Cheating Death and other plays
* The Gold of Lies and other plays
* The Lost Ring and other plays — all by Steve Fitzpatrick

Exploring

Primary Science 7-11
Christine Brown, Christopher Brown, Roy Edwards, Tony Roberts and Beverley Young

A lively course in primary science which develops pupils' scientific skills and attitudes. Card based, with plenty of teacher support, the material is very flexible and can be used in a variety of teaching situations.

Units 1, 2 and 3 published. Unit 4 available mid 1984.

Natural Links

British Museum (Natural History)

A resource pack of cards, Teacher's Book and full-colour wall posters designed to serve as an introduction to the study of ecology. Based on the successful *Nature at Work* exhibition at the Natural History Museum.

Picfile

Anita Straker

A follow-up to the already popular *Facfile* which takes the ideas explored in that introduction to collecting and ordering information a stage further.

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It is increasingly common knowledge that most children can be taught to read well before they reach the age of five. Whether or not this is desirable remains, however, a matter of debate.

The authors of this videodisc have no doubts. It is overtly didactic and presents parents with a range of activities designed to help them to use experience deliberately to develop their children's language and to teach them to read. It may, therefore, be seen as an implicit challenge to the view expressed recently by Barbara Tizard and Martin Hughes in *Young Children Learning* (Fontana) that parents do not need professional advice on interaction with their children. However, as the use of books and stories at home was only briefly touched on in their research, the issue is perhaps not so clear-cut.

The programme is based on the idea that the use of language in the child's world is "the essential foundation for reading development" and gives considerable attention to explaining how experience can provide linguistic enrichment, whether it be a visit to the zoo or a turn in the kitchen. As children are often delighted to share in their parents' interests, the advice to "stick to the child's interests, not yours" probably takes the idea too far, but at least the language-experience orientation is unmistakable.

Books and stories are seen essentially as an extension of this experience, so



"The King's Breakfast", one of A.A. Milne's much-loved poems, gives its name to a sixteenth anniversary selection from *When We Were Very Young* (Methuen £4.95), to be enjoyed at home or school.

that the programme is much broader in scope than some others produced for direct sale to parents. There is plenty of visual evidence of children enjoying reading with parents, making storybooks with words, playing word-games, choosing their own books from the library and learning to write. Richard Baker's voice-over commentary is occasionally patronizing in tone, but the information offered is nevertheless far more detailed than that normally available to parents, and includes a useful section on parents helping in school.

The advantages of the videodisc format, recently described by Anne Grimshaw in *The TES* (September 7),

are tantalizingly apparent. The disc is much easier to use than a tape, and the picture quality is brilliant, even on freeze-frame. However, this is about as relevant to life in most schools as the schedules of Concorde, and if the programme is to be of any practical use it must be made available on tape.

While anyone using it will have their own reservations about points of detail, the programme does contain a persuasive picture of an approach to reading and language development which is increasingly common in schools and could, therefore, be of real help in promoting communication between parents and teachers.

John Bald

Pulling the strands together

Primary Teaching. By Robin J. Alexander.
Holt-Saunders £4.95. 0 3 910519 9

Traditional divisions in the profession into the separate worlds of classroom management, teacher training and school management have provided opportunities in the past for both deliberate buck passing and genuine misunderstanding of each other's difficulties.

Robin Alexander's timely book, *Primary Teaching*, pulls together many strands culled from the proliferation of research and reporting on all three facets and tries to make sense of the fine mess we've got ourselves into.

Though the three sections are interrelated, the focus of the first is the dilemma of the primary school class teacher. The legitimacy of a "child-centred" model of education grafted on to an elementary school tradition is questioned. So too are the familiar staffroom tenets based on the narrow interpretation of developmental psychology and the syndrome of cultural disadvantage which obscure a real

understanding of individual learners. Decisions about curriculum are thus laid down upon very shaky foundations.

In the second section some blame for the shaky foundations is attributed to the inadequacies of teacher training. Outdated course content allows trainees to remain unchallenged. Lack of attention to training for whole curriculum responsibilities, so that rudimentary skills are acquired in "low priority" areas of the curriculum, perpetuates mediocre practice. An over-emphasis on academic subject study and inadequate linking of theory and practice leave trainee teachers ill-equipped for the complex demands of primary classroom teaching.

The third section shifts the emphasis to the culture and organization of primary schools. The new initiatives for management training for senior staff are seen as "mechanistic" and likely to reinforce the established hierarchical, "Victorian family" nature of primary management. We need instead a model which characterises school management as a problematic

and negotiable process. The role of the specialist teacher is challenged: mastery of subject matter does not necessarily ensure an ability to design an effective curriculum.

There is naught for the comfort of any faction here. Primary practitioners are used to a bad press: witness their current state of dependency. It is possible to write about primary education critically and yet acknowledge good practice (see Blyth, *The Enabling Curriculum*). In this text, any suggestions of improvements are hedged with discouraging subjunctives. Moreover, the hedging tone may alienate readers. I hope they persevere to the Postscript where Robin Alexander does identify positive strategies for resolving some of the dilemmas he has so shrewdly and intelligently identified - the need for a united pedagogic debate and a radical rethink of primary pedagogic theory. There is a hint of optimism, but well hidden beneath the sombre academic gown.

Angela Arning

How to live in harmony

Scratchbooks. Five titles by Gillian Klein. Illustrated by Simon Willby and Bridget Hill.
Methuen. Resources for Reading £5.95 per set 423 57160 2.

I know it's an imperfect world, but sometimes it's hard to accept imperfections gracefully. These five booklets, the successors of *The Fancy Dress Party* series by the same author, are essential additions to the infant and nursery classroom bookshelf; but all their virtues cannot blind me to their blemishes.

Methuen's Resources for Reading have long been an important part of provision for early reading, and when their Terraced House Books appeared in 1978, the news was better than good: they boasted attractive colour photographs, with brilliantly simple "instant reading" texts; they avoided sexist stereotypes; and best of all, they offered a faultless introduction to what a friend of mine now calls multicultural (to rhyme with horticulture, no doubt). This new series, Scratchbooks, has the same impeccable intentions, and some of the same methods. For example, although there are no page-level texts available, as there are for

some of the Terraced House books, each of these books has one page that shows key words from the text in other languages. But some of the differences between the two series do underline the weaknesses of the new arrivals.

The illustrations are really disappointing: apart from anything else, there's colour printing only on every alternate page, and the grey-and-white pages in between are quite unappealing. To be fair, Simon Willby's sketches are more convincing than Bridget Hill's. And the personae of the Terraced House books, who are frankly grotesque, are more convincing than the new arrivals. *Teresa's Spanish Scratchbook* sets a new low in demeaning stereotypes. Then the texts: they are not easily predictable, and there are several awkward moments - for example, Teresa in the Alhambra: "It's got lovely pictures all over the inside but you can't have pictures of people." On the other hand, undeterred by recent H.M.I. remarks, I do so approve of the grammar of "Graham and me went together."

There are teachers' notes provided with each pack of five, and parts of these are excellent. There are references, not too many, not too few, to other available material, much of it

from ILEA's Learning Materials Service; and there are sensible notes on the content of each booklet. However, I would have liked to see some suggestions about how teachers could adapt the basic scratchbook theme to home-made books in their own classrooms, preferably involving parents as well as children. There is a welcome attempt to show how reading connects, or should connect, with a section suggesting further topics and projects that might arise from an enthusiastic use of Scratchbooks; but I can't swallow the flow diagram that accompanies these suggestions: far too many arrows, some of them going in two directions at once.

In spite of all this, it's quite clear what needs to be done; we must stifle our reservations and buy the books. The principles they express are too important to await the dawn of the perfect world, where a good intention is realized in hand with its ideal world. Besides, in a perfect world, we wouldn't need early readers to teach us how to live in harmony with one another.

Mary Jane Drummond

Inspiring poetry

Not 'Daffodils' again! Teaching poetry 9-13. Edited by Kenyon Calthrop and Janet Ede.
Schools Council Programme Pamphlet. Available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP. £3.95.

I recently had to judge a poetry competition run by an education authority. All school ages were represented (just) in the very small entry. I mention this because I was so appalled by the standard of the work - appalled, depressed, angered and disbelieving. I could not believe that the teachers did not know the "poems" were so bad. Only one school entry was good - such a contrast. I turned to Not 'Daffodils' again! for hope and inspiration.

This is a look at poetry teaching and comes from the Schools Council stable (now the School Curriculum Development Council). The book gathers together the experiences of a small group of teachers from eight schools in Nottinghamshire and Derbyshire. The project was spread over one year and was obviously a great success within its limited scope. Each member of the project team has written up individual lessons and made some attempt to evaluate them. The experiences are offered to encourage other teachers, and the emphasis is on the enjoyment of poetry.

Leaving aside some faulty editing, the accounts are clearly written, with

touches of humour, and contain a wealth of ideas. The poems chosen to study cover a considerable range, and it is interesting to read how different teachers approached the same poem from different angles. One project member stands out from the rest. From his first account, it was clear that there was someone who knew about poetry, was enthusiastic and inventive. This initial reaction was borne out by all his later pieces, including an essay entitled "Twelve Ways of Making Poems".

The whole book is an honest and useful addition to the poetry debate and contains much that should help teachers - though nothing here is really new. What I missed - and what I suspect is germane to the issue - was a feeling that the teachers (with one exception) actually knew much about the craft of poetry, or were not going the right way to find out. Call me naïf if you like, but why should we always be thinking of novel ways to present poetry through drama, music, art...? And most of the examples of the children's own writing here are just good enough, though not nearly as good as those competition entries.

As with the school that won that competition, so the accounts in this book prove, yet again, that the really best work is inspired by a teacher who is not afraid of his/her own personality, and actually enjoys, and knows how to use, words.

Sandy Brownjohn

Matters of faith

Religious Education in the Junior Years. By Ralph Gower.
Lion Publishing £1.95. 85648 844 5.

That multi-faith ILEA should get into bed with evangelical Lion Publishing is one of the more surprising recent developments in the world of religious publishing. The resulting offspring is a slim handbook for primary school teachers, *Religious Education in the Junior Years*, written by Ralph Gower, Staff Inspector for RE for the ILEA.

Somewhat nervous in tone, it concludes with an elaborate reassurance to practising Christians that, if they do teach about other world faiths, they will not be committing the sins of disobedience and disobedience. This conclusion was perhaps predictable when you consider one of Mr Gower's early analogies. He compares an RE course to a car journey from Liverpool to the Isle of Skye, via Glasgow. "It is... important that we know the direction of the Road to the Isles because without it we will not be able to find our way through those things which are important in Glasgow." Unfortunately, that does tend to imply that while we might be nice about "other" faiths, we have a pre-conceived goal for those we teach.

This is, however, more than an

up-dated guide to teaching "the established faith". In three concise chapters, the author separates and explores the cognitive, personal and social elements of religious education: the need for (and capacity of) junior school children to absorb knowledge, to develop responses and feelings, and to become aware of their neighbours.

There follow practical suggestions. If the resource lists are somewhat unhelpful, there are interesting examples of how specific themes might be explored in different ways in church and secular schools.

Mr Gower does emphasize the need to avoid indoctrination, but he is also aware of some teacher's needs. "To ask a teacher to be totally objective about a love-relationship with his God is to ask too much." He goes on to advocate not objectivity but openness.

"Teachers of any faith should be allowed to let children know where they stand," he suggests and hopes "Children can then make the necessary adjustments in assessing what their teacher says and does." Without in any way wishing to damn with faint praise, this is a guide that will be particularly helpful to committed Christians who are teaching RE in both voluntary and "county" schools.

David Sell

Stories and more

Wagga Early Learning series: Enter Wagga 0 600 30802 0 Watchdog Wagga 30804 9. By Catherine Storr.
Wagga's Magic Ears 30805 7. Lost and Found Wagga 30806 5. By Catherine Storr and Joanna Turnbull. All illustrated by Colin Caket. £1.99 each.
Activity Books. By Ronald Ridout and Joanna Turnbull. Illustrated by Colin Caket. 75p each. 0 600 30807 3/08 1/09 £2.10 3.
Bellina Press/Hamlyn.

The early learning series of Wagga books is a welcome addition to the younger end of the shared books market. The materials are aimed at four to seven-year-olds, a rough guide which means infant rather than junior, although these are not school books. Much as teachers are going to like them, I think they will find many buyers in the concerned parent market.

Materials aimed at this group often play on parents' anxieties about how their children are getting on. The Wagga series is mercifully free from this kind of tension. The mathematical concepts and activities grow naturally out of some very competent little stories that can safely be read in their

own right as narrative, even if the numeracy bait is not risen to.

Although the materials have been developed by a team, including the redoubtable Ronald Ridout, much of the credit for this unforced pace must go to Catherine Storr. The series really benefits from using a real writer, unlike so many schemes and readers. The short story books about the Wagga dog, Nimmo the cat and the family of humans manage to sketch in life in a realistic urban terrace, single mum and all. The only drawback, and it is a serious omission, is that the community is all white.

Catherine Storr also contributes wordless pull-out and fold storybooks to each of the four related activity books. These provide a collection of cutting out, matching, sorting and colouring in games to help reinforce the maths concepts. Both sets of materials seem good value at £1.99 for a laminated hardback storybook and 75p for an activity book. The production is good too, and from the small point that it would have been better not to print publishing details above the text to be read on the last pages of two of the storybooks.

Mary Redman

MIDDLE SCHOOL EDUCATION continued

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For April 1985, experienced teacher of Science, Scale 2, to be second in charge of these departments. Scale 2. Full details (s.a.e.) from the Head at the school, Closing date 30th November 1984. 123420

Scale 1 Posts

SOMERSET DANESFIELD MIDDLE SCHOOL, Williton. 19-13 mixed comprehensive (470). For January 1985, a teacher of upper primary, Science, Scale 1, for one term, appointing the applicant on a temporary basis. Applications by letter to the Head at the school, Closing date 23rd November 1984. 23rd

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Music

Scale 2 Posts and above

BEDFORDSHIRE SOUTHERN AREA BROOKLANDS MIDDLE SCHOOL, Brooklands Drive, Leighton Buzzard. Headmaster: Mr. P. Harris. Required for January 1985, a specialist teacher of Music, Scale 2, post possible for a further particular term and thereafter returnable to the Headmaster at the school, please. (27552) 123620

Application forms may be obtained from the Headmaster at the school, please. (27552) 123620

For January 1985, a specialist teacher of Music, Scale 2, post possible for a further particular term and thereafter returnable to the Headmaster at the school, please. (27552) 123620

Application forms may be obtained from the Headmaster at the school, please. (27552) 123620

For January 1985, a specialist teacher of Music, Scale 2, post possible for a further particular term and thereafter returnable to the Headmaster at the school, please. (27552) 123620

Application forms may be obtained from the Headmaster at the school, please. (27552) 123620

For January 1985, a specialist teacher of Music, Scale 2, post possible for a further particular term and thereafter returnable to the Headmaster at the school, please. (27552) 123620

Application forms may be obtained from the Headmaster at the school, please. (27552) 123620

For January 1985, a specialist teacher of Music, Scale 2, post possible for a further particular term and thereafter returnable to the Headmaster at the school, please. (27552) 123620

Application forms may be obtained from the Headmaster at the school, please. (27

EAST SUSSEX
WILLINGDON SCHOOL
Broad Road, Lower Willington, Eastbourne BN20 5QJ
Comprehensive mixed, 11-16, Roll: 840
Required from April 1985: To take an experienced and enthusiastic Head of School making and in policy development of the school. The Head Teacher will have responsibility for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130010

**Deputy Headships
Second Masters/
Mistresses**

ESSEX
WILLIAM EDWARDS SCHOOL
Stifford Clays Road, Gray's Hall, Gray Thurrock 9571
(Roll 1150)
Applications are invited from experienced teachers for the post of Deputy Head (Group 1) or Second Master/Mistress. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130010

BLACKPOOL
ARNOLD SCHOOL
See Independent Schools, 130012

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BURNLEY GRAMMAR SCHOOL
(13-18 Comprehensive - 970 in roll - 130 in Sixth Form)
Director of Studies (Deputy Head) (Group 1) required for September 1985 to join the school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130010

DORSET
ST PETER'S SCHOOL
St Catherine's Road, Bournemouth BH6 4AH
RC Co-educational 11-18, 1350 on roll, including 265 in Sixth Form
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

NORTHAMPTONSHIRE
SIR CHRISTOPHER HATTON SCHOOL
The Pythie, Wellingborough
Northants. NN8 4RP
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
MAYFIELD LODGE
Mayfield Road, Sheffield S20 4QJ
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

**Remedial and Special
Needs Teaching Posts
Heads of Department**

ESSEX
SPRING FOREST HIGH SCHOOL
Loughborough, 11-18 years, 1400 on roll
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

BRENT
LONDON BOROUGH OF BRENT
KINGSBURY HIGH SCHOOL
Kingsbury Avenue, Kingsbury, W9 5JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDWAY DIVISION
Highway 10, Maidstone, Kent ME14 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

NOITHAMPTONSHIRE
HILTON BOYS' COMPREHENSIVE SCHOOL
Hilfield Road, Ruislip, Northants. NN10 9QJ
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barrow, B.A.
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Earl Shilton Community College
Heath Lane, Earl Shilton, Leicestershire LE19 4JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

**Cumbria County Council
Whitehaven School, Cleaton Moor
Road, Whitehaven
Group 13 Roll 2,045**

Applications are invited from suitably qualified experienced teachers for the Headship of this newly established 11-18 mixed comprehensive school from September, 1985.
Application forms returnable 3.12.84 and further particulars from: Assistant Director of Education, Union Hill, Scotch Street, Whitehaven, Cumbria, CA29 7BG. (S.A.E. please).



SOCIAL SERVICES

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

HAMPSHIRE
TESTWOOD COMPREHENSIVE SCHOOL
Southampton Lane, Totterton, N.O.R. 805 Approx.
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

MANCHESTER
ST BEDE'S COLLEGE
Alexandra Park, Reddish, Greater Manchester M20 2JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

**Headteacher
Group 10
WALLINGTON HIGH SCHOOL
FOR GIRLS
Woodcote Road
Wallington
Surrey**

To commence duties on 15 April 1985. This is a 3/4 form-entry, selective 11 to 18 school with approximately 680 pupils on roll, with a largely academic sixth form of 149.
Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. (s.a.e. please). Closing date: 29 November 1984.

LONDON BOROUGH OF SUTTON

**Norfolk
HEADS**

ATTLEBOROUGH HIGH SCHOOL
Group 9
DEREHAM NORTHGATE HIGH SCHOOL
Group 9
(If the Burnham Conditions continue to operate in 1985, it is possible that the school will be Group 10)
WATTON, WAYLAND HIGH SCHOOL
Group 10
Required from April, 1985, for these co-educational All-Ability High Schools, 11-18 age range.
Application forms and further details may be obtained from the County Education Officer, Room 32, County Hall, Norwich NR1 2DL, on receipt of a stamped, addressed foolscap envelope.
Closing date for applications 30th November, 1984. (13833)

**HEAD
Required April 1985**

THE CORNELIUS VERMUYDEN SCHOOL
(Group 10 + S.P.A. £201 p.a.),
Third Avenue, Canvey Island.

Applications are invited from suitably qualified Teachers with appropriate senior experience for the Headship of the 11-16 Co-educational Comprehensive school.
Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threanodde House, Market Road, Chelmsford, CM1 1LD.
Closing date: 7th December, 1984.



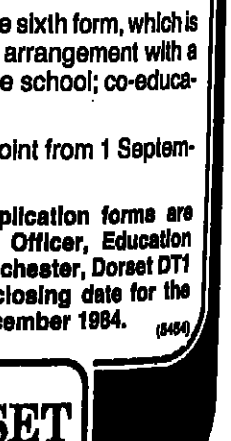
**HEAD
Required April 1985**

THE COLFOX SCHOOL, Bridport
(992 pupils including 85 in the sixth form, which is enhanced through a linking arrangement with a neighbouring comprehensive school; co-educational 11-19 school).
The authority intends to appoint from 1 September 1985.
Further information and application forms are available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ on receipt of s.a.e. The closing date for the receipt of application is 7 December 1984. (544)

ESSEX
County Council
(5440)

Head Teacher (Group 11)

The Colfox School, Bridport
(992 pupils including 85 in the sixth form, which is enhanced through a linking arrangement with a neighbouring comprehensive school; co-educational 11-19 school).
The authority intends to appoint from 1 September 1985.
Further information and application forms are available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ on receipt of s.a.e. The closing date for the receipt of application is 7 December 1984. (544)



**HAMPSHIRE
Southampton Area**

**Headship Group 9
Weston Park boys' School
(12-16; NOR 763 Boys)**

Applications are invited for the Headship of this well established Comprehensive school for April 1985 on the retirement of Mr H. Jones.
S.A.E. for further particulars and an application form (to be returned by 30th November) to
Area Education Officer (SW/PH)
Arundel Towers North,
Portland Terrace,
Southampton SO9 4XE
(5381)

**ilea Inner London
Education Authority**

HEADSHIP

BOW (BOYS COMPREHENSIVE) SCHOOL
Paton Close, Fairfield Road, E3 2OD
Applications are invited for the headship of this school which will become vacant on 1 January 1985. This vacancy will arise following the promotion of the present headteacher, Mr W. K. Williams, to the headship of a larger school within the Authority. Roll 339; Burnham group 7 plus Inner London allowance plus £201/276 social priority allowance.
Please send foolscap s.a.e. for application form and further details to Education Officer, 10/1750, County Hall, London SE1 7PB. Closing date for the return of completed forms 7 December.

ilea is an equal opportunities employer
(12851) 05112

COVENTRY CITY COUNCIL

**Required Easter 1985 at-
ERNESFORD GRANGE SCHOOL
AND COMMUNITY COLLEGE
(Group 11) (1192 on roll)**

**DEPUTY HEAD TEACHER
(Community)**
The vacancy arises from promotion to a Headship. The person appointed will be expected to take responsibility across the range of the School and Community College's activities. Within this role the successful candidate will be responsible for the leadership and co-ordination of all aspects of Youth and Community Education. Ernesford Grange School and Community College is an 8 form entry Social Priority School occupying purpose built premises on a 31 acre site in the East of the city. Opened 1972 it is known as one of the first urban School and Community Colleges. Providing a range of community activities and progressive modes of working.
Application forms and further particulars from Head Teacher, Mr R. H. Coddick, BA at the school, Ernesford Grange Way, Coventry CV3 2QJ. Tel: 0203 463121 to whom completed application forms should be returned by 30 November 1984. (12851) 05112

an equal opportunity employer

BUCKINGHAMSHIRE

Scale 1 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

BUCKINGHAMSHIRE

Scale 1 Posts

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MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
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BUCKINGHAMSHIRE

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

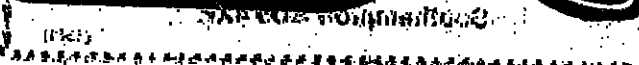
BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

BUCKINGHAMSHIRE

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARK'S MAGDALENE RC COMBINED SCHOOL
Arden Lane, Greenleys, Milton Keynes MK8 3JL
Required for April 1985: A graduate teacher (Senior Teacher) with a minimum of 10 years' experience in a secondary school. The successful candidate will be responsible for the school's educational standards and for the staff. Application forms and full details (see page 10) from the Head Teacher, Closing date November 30th. (27459) 130012



SECONDARY ECONOMICS & BUSINESS STUDIES continued

BRENT
LONDON BOROUGH OF
BRENT
MADEN HIGH (MIXED)
SCHOOL
Quaker Street, NW10
(Roll: 872.11 - 18 - six
forms of entry)
Headmaster: G.A. Le
Folmer, M.A.
Required for the Summer
Term 1985 or earlier: A
qualified teacher with
N.E.S.S. Studies (Scale 1) able
to teach in a Department
of Economics, Business
and Commerce. The Teacher
appointed would be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Brent
Maden High School,
Quaker Street, NW10
(01-835 5555) 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
BRIDGEMAN SCHOOL
Stantonbury Campus,
Stantonbury, Milton Keynes
MK14 4SN
Required for January 1985,
a teacher of Economics and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Stantonbury
Campus, Stantonbury,
Milton Keynes MK14 4SN
(01908 5555) 132422

NEWHAM
LONDON BOROUGH OF
NEWHAM
COMMUNITY
SCHOOL
Mary's Road, London E15
5AL
Head Teacher: Mr. P.J.
Thompson
Number on roll: 1040
Required: JANUARY 1985.
Substantially qualified to
teach Economics to Sixth
Formers up to and including
A level, and to become part
of the internal team
teaching Comparative
Economics to 4th and 5th
year pupils.
A full-time post. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Newham
Community School,
Mary's Road, London E15
5AL (01-555 5555) 132422

NORFOLK
NOTRE DAME HIGH
SCHOOL
Surrey Street, Norwich
NR1 3PB
No. on roll: 840.11 - 18
Mixed Roman Catholic
Comprehensive
Required for JANUARY
or APRIL 1985:
Teacher of Business
Studies including writing and
office practice. An
in-depth knowledge of
innovative word processing
etc., will be an advantage.
Required for the Summer
Term 1985 or earlier: A
qualified teacher with
N.E.S.S. Studies (Scale 1) able
to teach in a Department
of Economics, Business
and Commerce. The Teacher
appointed would be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Notre Dame
High School, Surrey Street,
Norwich NR1 3PB
(01603 5555) 132422

NORTHAMPTONSHIRE
LORDE PARK SCHOOL
Sharncliffe Way, Corby,
Northants. NN17 2JH
Required for January 1985,
a teacher of Economics and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Lord Park
School, Sharncliffe Way,
Corby, Northants. NN17 2JH
(01535 5555) 132422

English

Heads of Department

BOLTON
METROPOLITAN BOROUGH
TURTON HIGH SCHOOL
Turtontown, Bolton
BL7 9JL
HEAD OF ENGLISH -
SENIOR TEACHER SCALE
1
Substantially qualified and experienced
teacher required from
January 1985 or earlier
possible. Further details
and application forms to
Headmaster, Torton High
School, Turtontown, Bolton
BL7 9JL (01204 5555) 132422

DORSET
ST. PETER'S SCHOOL
St. Peter's, Dorchester
DT1 1AA
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, St. Peter's
School, St. Peter's,
Dorchester DT1 1AA
(01306 5555) 132422

COVENTRY CITY COUNCIL
Assistant Teachers
Required January 1985 on:-
POXFORD MIXED COMPREHENSIVE SCHOOL
Grange Road CV8 0DL Tel: 0203 387444 (Social Priority
School) 1229 on roll
CHEMISTRY
Scale 1 experience in teaching examination classes desirable.
Temporary appointment for 1 term in the first instance.
CARDINAL NEWMAN RC SCHOOL AND COMMUNITY
COLLEGE
Sandpans Lane CV8 2PL Tel: 0203 332382 (1077 on roll)
FRENCH AND SPANISH
Scale 1 to teach the subjects throughout the school. Apply to
the Governors of the school.
CARDINAL NEWMAN RC GIRLS' COMPREHENSIVE
SCHOOL
Sandpans Lane CV8 2PL Tel: 0203 332382 (1077 on roll)
ENGLISH
Scale 1 throughout the school. Well qualified candidate who can
teach to examination level desirable.
Apply to Clerk to the Governors of the school.
Apply by letter together with full curriculum vitae, and names
and addresses of two referees to the Head Teacher at the
school concerned within 10 days of appearance of this
advertisement. Enclose SAE if acknowledgement required.
Interviewing disqualifies. (132422)

HOUNSLOW
LONDON BOROUGH OF
HOUNSLOW
SCHOOL
Surrey Street, Hounslow
Middlesex
Tel: 01-89 8892
Group X1 (Roll approx.
1000) Comprehensive
Required for January 1985
or April 1985:
Teacher of English
and Business Studies
Head of English
Department. Scale 1
A well-qualified and experienced
teacher, required for
January or April 1985,
with responsibility for
the Department. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Hounslow
School, Surrey Street,
Hounslow, Middlesex
Tel: 01-89 8892 (132422)

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
YSGOL BRO DDYF
Machynlleth
(Comprehensive 11 - 18)
Required for April 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Ysgol Bro
Ddyf, Machynlleth
(01653 5555) 132422

Scale 2 Posts and above

EALING
LONDON BOROUGH OF
EALING
WALFORD HIGH SCHOOL
Walford Road, Northolt,
Middlesex
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Walford High
School, Walford Road,
Northolt, Middlesex
(0181 5555) 132422

EAST SUSSEX
CARDINAL NEWMAN RC
SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive, mixed 11 - 18
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Cardinal Newman
RC School, Upper Drive,
Hove BN3 6ND (01293 5555) 132422

HERTFORDSHIRE
THE AYLES COOPER
SCHOOL
No. 1, Ayles Lane, Hemel
Hempstead
S. 11 - 18 Mixed All-
day school
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Ayles
Cooper School, No. 1, Ayles
Lane, Hemel Hempstead
(0462 5555) 132422

NORTH TYNESIDE
METROPOLITAN
BOROUGH OF NORTH
TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH
SCHOOL
Hallam Avenue,
Longbenton, Newcastle
upon Tyne NE12 8ER
Required for 1st
September 1985:
Scale 2 TEACHER in
charge of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Longbenton
High School, Hallam Avenue,
Longbenton, Newcastle
upon Tyne NE12 8ER
(0191 5555) 132422

WILTSHIRE
MULTI-CULTURAL
EDUCATION SERVICE
Please see advertisement
under E.S.L. 132430

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF
BARKING AND DAGENHAM
SCHOOL
Schofield Road, Dagenham,
Essex
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Schofield Road,
Dagenham, Essex
(0181 5555) 132422

DORSET
ST. PETER'S SCHOOL
St. Peter's, Dorchester
DT1 1AA
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, St. Peter's
School, St. Peter's,
Dorchester DT1 1AA
(01306 5555) 132422

WINDSOR HIGH SCHOOL
Richmond Street,
Halewood, West Mids.
(11 - 16 co-ed. comp.
Group 10)
Required January, for
the Spring Term only.
Temporary teacher of
English to replace
teacher on leave. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Windsor High
School, Richmond Street,
Halewood, West Mids.
(0121 5555) 132422

WINDSOR HIGH SCHOOL
Richmond Street,
Halewood, West Mids.
(11 - 16 co-ed. comp.
Group 10)
Required January, for
the Spring Term only.
Temporary teacher of
English to replace
teacher on leave. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Windsor High
School, Richmond Street,
Halewood, West Mids.
(0121 5555) 132422

BEXLEY
LONDON BOROUGH OF
BEXLEY
SCHOOL
Surrey Street, Bexley
Kent
Tel: 01-354 8331
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Bexley School,
Surrey Street, Bexley,
Kent (01-354 8331) 132422

BROMLEY
LONDON BOROUGH OF
BROMLEY
SCHOOL
Surrey Street, Bromley
Kent
Tel: 01-835 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Bromley School,
Surrey Street, Bromley,
Kent (01-835 5555) 132422

DORSET
ST. PETER'S SCHOOL
St. Peter's, Dorchester
DT1 1AA
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, St. Peter's
School, St. Peter's,
Dorchester DT1 1AA
(01306 5555) 132422

DUDLEY
METROPOLITAN
BOROUGH
(Equal Opportunity)
WINDSOR HIGH SCHOOL
Richmond Street,
Halewood, West Mids.
(11 - 16 co-ed. comp.
Group 10)
Required January, for
the Spring Term only.
Temporary teacher of
English to replace
teacher on leave. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Windsor High
School, Richmond Street,
Halewood, West Mids.
(0121 5555) 132422

WINDSOR HIGH SCHOOL
Richmond Street,
Halewood, West Mids.
(11 - 16 co-ed. comp.
Group 10)
Required January, for
the Spring Term only.
Temporary teacher of
English to replace
teacher on leave. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Windsor High
School, Richmond Street,
Halewood, West Mids.
(0121 5555) 132422

ENFIELD
LONDON BOROUGH OF
ENFIELD
SCHOOL
Surrey Street, Enfield
Middlesex
Tel: 01-835 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Enfield School,
Surrey Street, Enfield,
Middlesex (01-835 5555) 132422

ESSEX
BOSWELL'S SCHOOL
Boswell's, Chelmsford
Essex
Tel: 01-255 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Boswell's
School, Chelmsford, Essex
(01255 5555) 132422

HAMPSTIRE
THE WINTON SCHOOL
Winton Road, Winton
Bournemouth
Tel: 01-255 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Winton School,
Winton Road, Winton,
Bournemouth (01-255 5555) 132422

HAVERING
LONDON BOROUGH OF
HAVERING
SCHOOL
Surrey Street, Havering
Essex
Tel: 01-835 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Havering School,
Surrey Street, Havering,
Essex (01-835 5555) 132422

HAVERING
LONDON BOROUGH OF
HAVERING
SCHOOL
Surrey Street, Havering
Essex
Tel: 01-835 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Havering School,
Surrey Street, Havering,
Essex (01-835 5555) 132422

HILLINGDON
LONDON BOROUGH OF
HILLINGDON
SCHOOL
Surrey Street, Hillingdon
Middlesex
Tel: 01-835 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Hillingdon
School, Surrey Street,
Hillingdon, Middlesex
(01-835 5555) 132422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OLDHAM
METROPOLITAN
BOROUGH
ENGLISH TEACHER -
Scale 1
KARKENMOOR SCHOOL
Kerkenmoor, Oldham
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Kerkenmoor
School, Kerkenmoor,
Oldham (0161 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

NORFOLK
LYNN GROVE HIGH
SCHOOL
Lynn Road, Lynn
Norfolk
Tel: 01-555 5555
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Lynn Grove
High School, Lynn Road,
Lynn, Norfolk (01-555 5555) 132422

NORTHAMPTONSHIRE
RUGBROOKE CAMPION
SCHOOL
Rugbrooke, Northampton
NN3 3QQ
English specialist
required for January 1985.
The post is temporary for two
years.

OLDHAM
METROPOLITAN
BOROUGH
ENGLISH TEACHER -
Scale 1
KARKENMOOR SCHOOL
Kerkenmoor, Oldham
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Kerkenmoor
School, Kerkenmoor,
Oldham (0161 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OLDHAM
METROPOLITAN
BOROUGH
ENGLISH TEACHER -
Scale 1
KARKENMOOR SCHOOL
Kerkenmoor, Oldham
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Kerkenmoor
School, Kerkenmoor,
Oldham (0161 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

WALTHAM FOREST
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

WALTHAM FOREST
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OLDHAM
METROPOLITAN
BOROUGH
ENGLISH TEACHER -
Scale 1
KARKENMOOR SCHOOL
Kerkenmoor, Oldham
Required for January 1985,
a teacher of English. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, Kerkenmoor
School, Kerkenmoor,
Oldham (0161 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

WOLVERHAMPTON
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

WOLVERHAMPTON
EDUCATION COMMITTEE
THE GROVE SCHOOL
Market Drayton,
Shropshire
11 - 18: 1430 on roll
Required for January 1985,
a teacher of English and
Business Studies. The
successful candidate will
be responsible for the
teaching of the current
syllabus and for the
development of the
Department. The Teacher
appointed will be required
to teach the current
school year as well as
to teach the current
year's syllabus (Scale 1).
Further details and
application forms to
Headmaster, The Grove
School, Market Drayton,
Shropshire (01952 5555) 132422

WEST SUSSEX

HAZELWICK SCHOOL
Three Brides, Crawley,
Sussex. **MODERN LANGUAGES -**
SCALE 1
Required for January, a
graduate teacher of French
for one term in this 11-16
comprehensive school.
Form and curriculum details
Headmaster on receipt of
after appearance of advertisement.
(28855) 133622

WILTSHIRE

CLARENDON SCHOOL
Frome Road, Trowbridge,
Wiltshire BA14 0DJ
11-18 mixed
comprehensive

Teacher of FRENCH
Scale 1, required from
1.1.85.

This is a full-time fixed
contract post available un-
til Easter 1985 in the first
instance.

Applications by letter
(including the names of
two referees) to the head-
master immediately. 133622
(13758)

WILTSHIRE

THE JOHN OF GAUNT
SCHOOL
Wingfield Road, Wiltshire
1300 pupils 11-16 mixed
comprehensive school

Headmaster: K.D. Barry,
J.P., B.A., F.R.S.A.
Required for January, a
suitably qualified teacher
(scale 1) of French, in a
temporary capacity for the
spring and summer terms
only, to join the Modern
Languages Department.
This is a five-
department school. De-
tailed curriculum details
in an advertisement in
sympathy with this
approach are invited to
apply.

For an application form
and further details of both
posts and the school, apply
to the Headmaster as soon
as possible, enclosing a
large stamped envelope.
(27774) 133622

City of Birmingham
Education Department

Four Dwellings School, Dwellings Lane, Quinton,
Birmingham, B21 1RJ
Tel: 021-422 0131

Head of Music - Scale 3

Required for Easter 1985. Enthusiastic and committed teacher
sought to develop the music curriculum throughout the 11-16
school. The school has purpose built music block.

Holyhead School, Florence Road, Birmingham, B21 0HN
Tel: 021-523 4207

Craft, Design and Technology -
Scale 2

Required January or as soon as possible, teacher for craft, design
and technology and with interest in control and modular
technology.

Joseph Mason College, Slade Road, Birmingham, B23 7JH
Tel: 021-382 4767

Second in Computing
Department - Scale 3

Required for January 1985. The successful applicant will have
suitable qualifications and experience and will be abreast of new
developments in microtechnology and computing.

Cardinal Wiseman RC School, Old Oscott Hill, Birmingham,
B44 9SR.
Tel: 021-380 6385

A) Biology - Scale 1

Required for January 1985, teacher for biology up to fifth year and
general science in lower school. Catholic preferred.

B) Head of Home Economics -
Scale 3

Required for January 1985. Must be able to teach needlework and
home economics up to 'O' and CSE level. Catholic preferred.

Application forms available from the Clerk to the Governors,
c/o Cardinal Wiseman RC School.
Unless otherwise stated, application forms and further partic-
ulars available from the Headteacher or Principal of the
school or college concerned enclosing s.a.s.

Closing date 30 November 1984

An Equal Opportunities Employer.

BIRMINGHAM
CITY COUNCIL

Music

Heads of Department

ENFIELD

LONDON BOROUGH OF
ENFIELD
Salisbury School,
100, High Lane, London
N9 8DR
Head of Music and
Music Education
Required for January 1985.
Lead the music department
throughout the school.
London Allowance, £478.
S.A.S. (F) to Headteacher
as soon as possible.
(27459) 133618

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3
3RT

Required for September.

Head of Music, Scale 3.
To be in charge of Music
throughout the school. Estab-
lished in 1965 to teach large
classes and a range of ex-
tra-curricular activities. Re-
quire an experienced and
able applicant.

Application forms and
further details are avail-
able from the Headmaster
(enclosing the above adver-
tisement). 133618

WILTSHIRE

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comprehensive school

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posts and the school, apply
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large stamped envelope.
(27774) 133622

HAMPSHIRE

HARDLEY COMPREHENSIVE
Long Lane, Fawley,
Southampton
N.O.R. £50 Approx.
Head of Music
Required for April 1985.
S.A.S. (F) to Headteacher
(Re-advertisement).
(03567) 133618

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MULTI-CULTURAL
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Scale 2 Posts and above

BRENT

LONDON BOROUGH OF
BRENT
WILLIAM GLADSTONE
SCHOOL
An ethnically mixed, co-
educational comprehensive
school situated in pleasant
residential area. It is com-
mitted to a multi-cultural
approach to education and
the successful applicant
must have a strong interest
in this approach.
Required for January 1985.
Lead the music department
throughout the school.
London Allowance, £478.
S.A.S. (F) to Headteacher
as soon as possible.
(27459) 133618

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3
3RT

Required for September.

Head of Music, Scale 3.
To be in charge of Music
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Long Lane, Fawley,
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N.O.R. £50 Approx.
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COLLEGES OF FURTHER EDUCATION

LANCASHIRE COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
NELSON & COLNE
Scottish Road, Nelson
Required for 1st January 1985 or as soon as possible thereafter.
LECTURER - GRADE I
DEPARTMENT OF ENGINEERING, MATHEMATICS AND SCIENCE.
To teach computer science and information processing to a wide range of students. This is a tertiary college responsible for all post-16 education in the Lancashire District of Lancashire.
Forms/further details from/to the Chief Administrative Officer at the College. (SAE please).
Closing date: 29th November 1984. 220026

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
MELTON MOWBRAY COLLEGE OF FURTHER EDUCATION
Antony Road, Melton Mowbray, Leics LE13 0HJ
LECTURER I - ARCHITECTURE
Applications are invited for this full-time post which will be available from 1st January 1985.
Applicants should be electrical engineers with appropriate qualifications and suitable experience in industry. The ability to teach other subjects such as mathematics, science and computing would be advantageous.
Application forms and further details available from/to the Chief Administrative Officer at the College. (SAE please).
Closing date: 14 days from the appearance of this advertisement. (27534) 220026

LONDON INTERIOR DESIGNER OF ARCHITECT
With technical interest/experience as full time lecturer/studio instructor on City Year Design Course. Salary in accordance with experience.
Part-time lecturers also required.
INCUBATOR SCHOOL OF DESIGN
25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

RE-ADVERTISEMENT

Barrow-in-Furness College of Further Education,
Howard Street, Barrow-in-Furness LA14 1LU
(Tel: 0228 25017)

STAFF DEVELOPMENT OFFICER (SENIOR LECTURER)

The successful applicant to this new senior post will be responsible for the analysis of staff development needs of the College and the planning of a staff development programme and the delivery of that programme. Applicants should have a higher degree in Education, be qualified teachers and have relevant industrial/commercial experience.
Salary Scale: £11,175 - £13,125

Application forms and further details available from the Principal, Mr. J. Henderson, at the College to whom completed forms should be returned by 30th November 1984. (SAE please).

Previous applicants will be given further consideration.

LONDON

WESTMINSTER COLLEGE
Inner London Education Authority
DEPARTMENT OF PROFESSIONAL COOKERY
Required for 1st January 1985 or as soon as possible thereafter.

SENIOR LECTURER
(ref: PC2/84) to act as Course Director and to carry out a full teaching programme in Food Preparation and related studies. Considerable experience in industry and education (including team leader and tutorial responsibility) will be considered essential requirements as will the possession of a recognised teacher training certificate.
LECTURER I (ref: PC3/84) to teach Food Production to C&G 1062 level. Previous experience in the field is essential. An industrial qualification would be advantageous.
Salary scale in accordance with the Barrow-in-Furness Scale: £11,175 - £13,125. London Allowance: £1,000. Closing date: 29th November 1984. 220026

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
MELTON MOWBRAY COLLEGE OF FURTHER EDUCATION
Antony Road, Melton Mowbray, Leics LE13 0HJ
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Application forms and further details available from/to the Chief Administrative Officer at the College. (SAE please).
Closing date: 14 days from the appearance of this advertisement. (27534) 220026

MANCHESTER CITY OF MANCHESTER
DEPARTMENT OF TECHNICAL EDUCATION
SOUTH MANCHESTER COLLEGE
FIELD PARK CENTRE
Barlow Moor Road, West Didsbury, Manchester M20 2SP
061-434 4831
SENIOR LECTURER IN ELECTRICITY
Required as soon as possible.
Applicants should be electrical engineers with appropriate qualifications and suitable experience in industry. The ability to teach other subjects such as mathematics, science and computing would be advantageous.
Application forms and further details available from/to the Chief Administrative Officer at the College. (SAE please).
Closing date: 14 days from the appearance of this advertisement. (27534) 220026

LONDON INTERIOR DESIGNER OF ARCHITECT
With technical interest/experience as full time lecturer/studio instructor on City Year Design Course. Salary in accordance with experience.
Part-time lecturers also required.
INCUBATOR SCHOOL OF DESIGN
25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

ARDEN COLLEGE/SOUTH MANCHESTER COMMUNITY COLLEGE EDUCATION
111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 2

OVERSEAS CONTINUED

Administration Local Education Authority

Administration General

BUCKINGHAMSHIRE
MILTON KEYNES AREA
EDUCATION OFFICE
Wolverton House, Stratford
Milton Keynes MK12 5NY
EDUCATION WELFARE
OFFICER
Salary Scale SO1/2: £9,050 to
£10,531 p.a.

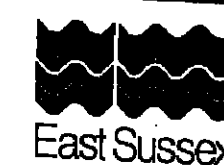
LONDON

A vacancy will exist shortly
in the developing new city
of Milton Keynes. The
Education Welfare Officer
will be responsible for the
provision of a social work
service to the community
and will have a wide range
of experience in social work
and education. The post
will be a full-time position
and will involve a wide
range of duties. The post
holder will be responsible
for the provision of a
social work service to the
community and will have
a wide range of experience
in social work and education.
The post will be a full-time
position and will involve a
wide range of duties.

Apply by 26 November
with cv and covering letter
to: Joanne Corbin, Coun-
sellor, Regent Summer
Schools, 4 Perry Street,
London W1P 0TA. 500000

**DEPUTY TO HEAD OF
ENGLISH LANGUAGE
ORGANISATION**
(RECOGNISED)
Required to start Janu-
ary 1985. Candidates
should have good TEFL
qualifications. Experience
in schools, teaching across
a wide range of subjects,
and working under
pressure. Candidates must
be highly organised, effi-
cient and able to manage
a staff. A knowledge of
computers and reasonable
experience in at least one
major language are
essential. Five weeks' holiday
per annum.

Apply by 26 November
with cv and covering letter
to: Joanne Corbin, Coun-
sellor, Regent Summer
Schools, 4 Perry Street,
London W1P 0TA. 500000



Deputy County Education Officer

Salary scale
£20,154 to £21,942
(under review)

The vacancy results from the impending
retirement of the present Deputy. We are
looking for someone with a record of
achievement in education management.
Details and application forms from: County
Personnel Officer, East Sussex County
Council, Westfield House, County Hall,
Lewes, East Sussex BN7 1JG. Telephone Lewes
(0273) 475400, extension 836.
Closing date: December 6, 1984.

Leicestershire PROFESSIONAL ASSISTANT

Grade PO (38) - £10242 - £10592 p.a.
Applications are invited from teachers seeking a first post
in educational administration for this demanding and
interesting post in the Development Branch of the
Education Department which offers the opportunity to share
fully in forward planning and in design of school building.
Applicants should be graduates with significant teaching
experience in primary or secondary schools.
Further particulars and application forms available on
receipt of stamped addressed envelope from Director
of Education, Room 26, County Hall, Glenfield,
Leicester, LE3 9RF.
Closing date 30th November, 1984.

LOCAL AUTHORITIES ARE
invited to send in a list of names of people
who are qualified to act as examiners for the
Leicestershire Professional Assistant Examination.

SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for April 1985 Brunei, Cyprus and West Germany

Applications are invited for the following posts which will be vacant
for April 1985. Teacher appointed to Service Children's Schools,
which are designed to match the best of LEA provision in this
country, must be fully qualified and have completed at least two
years well attested experience in a school in the UK and in a post
similar to that applied for.

51. Special Needs - Head of Department - Scale 3

Kings School Gutersloh W Germany

A well qualified teacher with extensive and current or very
recent experience in the special needs department of a com-
prehensive school is required to lead the Special Education
Department, which consists of five members of staff, one of
whom holds an additional post in the Department, catering for
pupils who have a variety of special educational needs.

The Department occupies a spacious suite of rooms and is well
equipped with a variety of specialist materials. Slow learners
and under functioning pupils are catered for either in special
classes, or by withdrawing them in small groups from normal
lessons.

The Department is responsible for administering all standard-
ised testing procedures for incoming pupils in Years 1-5 and a
good knowledge of standardised testing and interpretation of
results is therefore essential. In addition to this the successful
candidate must have the ability to involve himself with
other departments in the preparation and choice of suitable
learning materials to promote extension work for the more able
pupils.

As well as displaying enthusiasm and qualities of leadership,
the person appointed will have the proven organisational ability
to ensure the continued smooth running of this complex unit.
In addition, he/she must be capable of liaising successfully
with a range of colleagues and agencies from both within the
school and outside it on a variety of matters related to curricu-
lum, pastoral care and welfare. This liaison will encompass
links with both the contributing Primary and Middle Schools, as
well as the Child Guidance Clinic and Advisory Teacher for
Special Education. Further to this the person appointed must
enable the school to respond to the varying demands which
are likely to be made on it, arising from the 1981 Education Act.
This post is being advertised.

52. English - Head of Department - Scale 3

The Havel School Berlin

A well qualified and enthusiastic teacher of English is required
to take charge of this department. The person appointed will
lead a large team of staff and will need to be an efficient
manager and administrator of resources and people. Recent
experience of teaching both English Language and English
Literature to CSE and 'O' level is required, and a commitment
to one-year Sixth Form course for students studying
for CSE and City and Guilds qualifications is essential. Can-
didates should also have views on the implementation of a
Language Development policy in the lower part of this 9-17
year school and an interest in Drama. He/she must be pre-
pared to take an active part in the extra-curriculum activities of
the school.

53. Business Studies - Head of Department - Scale 3

Kings School Gutersloh W Germany

A suitably qualified and experienced teacher is required to take
charge of this department which offers a wide range of Com-
mercial subjects to 4th, 5th and 6th form pupils.

An ability to teach Accounts to GCE 'O' level is essential, and
candidates should also be able to offer a combination of the
following:
Typing, Audio Typing, Word Processing, Commerce and
Office Practice.

As well as being willing to continue the development of City and
Guides and 'O' Level Courses in Year 6, the successful appli-
cant will be expected to establish Word Processing as an
important aspect of Business Studies, following its recent intro-
duction as an examination subject.

This post is being advertised.

54. Modern Language - Scale 1

St John's School Episkopi Cyprus

A graduate teacher of Modern Languages to teach French to
levels up to and including 'A' level and German to at least
up to 'A' level. The person appointed must have recent 'A' level
teaching experience.

A commitment to mixed ability teaching in the lower school will
be a desired advantage.

55. Creative Studies - Scale 1

Dalton Middle School Rattlingen W Germany.

A teacher is required to work as a part of a Creative Studies
team offering a flexible and extensive programme. Candidates
should ideally have teaching experience with wood, metal and
plastic, and an interest in light craft skills. The desire to foster
integration of work and a problem-solving approach to Tech-
nology would be advantageous.

56. General Subjects - Scale 1

Derby Middle School Osnabruck West Germany

This vacancy has arisen in year 2 of this 9-13 Middle School,
although staff appointed should be prepared to teach within
any year group. A general subjects teacher is sought who is
prepared to be involved in all or most areas of the Middle
School curriculum. This will include responsibility for common
core programmes of English, Mathematics and Integrated
Studies. He/she will also have the opportunity to offer their own
particular expertise, interest, and enthusiasm within a team
cooperative teaching situation. Qualification and sound
experience in one or more of the following subjects is desir-
able; English, Mathematics, German, Creative Studies.

57. Modern Languages - Scale 1

John Buchan Middle School Sennelager W Germany

An enthusiastic, qualified teacher in both French and German
is required for this appointment in a Middle School. In addition,
the person appointed will have responsibility for a class and will
therefore be required to teach general subjects relevant to a
Middle School curriculum.

Primary Teaching Vacancies

Brunei

58. SERIA SERVICE CHILDREN'S SCHOOL: A Scale Two
teacher of Infant is required for Seria School. He or she
should, in addition, be able to play the piano and organise
music in this school of approx 150 children.

59. BERAKAS SERVICE CHILDREN'S SCHOOL: A Scale One/
teacher of reception/middle infant and a Scale One
teacher of 1st infant/lower juniors are required for this school
which is at two sites, with approx 90 children at one, and
approx 50 at the other. The ability to offer some musical skills
would be an advantage.

NB: Contracts in Brunei are for two years. Accommodation is
free and a generous tax free allowance is provided. Mature and
self-sufficient teachers are required for this isolated location.
Married accompanied teachers are particularly suitable,
although single teachers are also fully eligible. The ability to
drive is essential.

Other Primary Vancies

510. SCEA has a particular requirement for experienced INFANT
TEACHERS at Scale One and Two. A number of posts will
require to be filled in April. Most vacancies will be in Germany,
but a few may arise elsewhere. There is also a requirement for
Junior Teachers.

CONDITIONS OF SERVICE

Salary is in accordance with the current Brunei scales plus a
London Allowance of £987 pa.

Superannuation - normal rights are safeguarded.

Foreign Service allowance - a tax free allowance is payable.

Accommodation - is provided rent free.

Duration of Engagement - initial engagement is for three years.

Teachers do not serve in Service Children's Schools abroad after
the age of 50 and therefore applicants should be under 47 years at
the commencement of the engagement.

All applicants should be resident in the United Kingdom.

The closing date for receipt of applications for guaranteed consid-
eration is 31 December 1984.

Requests for application forms
should be made on a postcard quoting
the appropriate reference to:
Service Children's Education
Authority MOD 605
Teacher Appointments Section
HQ DAED Court Road Elham
London SE9 5NR

The Civil Service is an equal
opportunity employer.



OVERSEAS

continued

DENMARK

International School seeks
teacher capable of instructing
physics and chemistry at the
introductory Baccalaureate
Level (Comparable to AP or
A levels). This temporary
position is to begin on Febru-
ary 1 and end May 31 1985.
With the possibility of re-
newal.
Send complete cv to Box
00571, Priority House, 3
John's Lane, EC1M 4DD
(24746) 460000

English (TEFL) Lehrerin/-
nen mit guten Deutschkennt-
nissen (Staatszeugnis) und
Führerschein ab Januar 1985
für lilingue Schulen in Villi-
ngen und Rastatt gesucht.
Bewerbungen mit Lebens-
lauf, an lilingue
Schule, 3 West Ger-
many, Weitra, Aukunfts-
vom lilingue Teacher Service,
Birmingham (Tel: 051-485
4455) erhältlich.
(26598) 460000

GREECE
OVERSEAS APPOINTMENT
QUALIFIED MALE
TEACHER required im-
mediately in Athens. Accom-
modation provided.
Salary scale SO1/2: £9,050 to
£10,531 p.a.
Send cv to: PACE Dept,
10, Bedford Square, London
WC1P 3BN. Closing
date 30 Nov. (27993) 460000

FRANCE

NICE-COTE D'AZUR
Private nursery school seeks
qualified nursery school teachers
for 2 years, 35 hours.
Write with photo and cv to:
Mrs G. RINGOU, 10 Rue de
la Condamine 06300 NICE -
France. (26621) 460000

SAUDI ARABIA

Teaching couples wanted for
expatriate schools in Saudi
Arabia. Curriculum is Amer-
ican based with a British
stream. We are seeking ex-
perienced teachers with
teaching degrees for children
and 6 to 14 for the school
year beginning August 1985.
Send complete cv to: Su-
perintendent, International
School, P.O. Box 30039,
Yamou, Al-Basrah, Saudi
Arabia. (27803) 460000

INTERNATIONAL HOUSE

TEACHER TRAINER
Experienced RBA Prep. Tutor
needed for I.H. Affiliated
teacher training institute in
Rio de Janeiro. 14 month con-
tract from Jan. 1985. Salary
negotiable in Sterling and local
currency. Index linked.
EXPERIENCED EFL
TEACHERS
Required for Buenos Aires,
Quito and Casablanca. Also
experienced teacher of Cam-
bridge Proficiency for Porto
Alagoas, Brazil. Two year con-
tract starting in Jan. and
Feb. 1985. RSA Diploma pre-
ferred. B. Teachers without rec-
ognised TEFL qualifications
need not apply.
Applications with full cv to:
Teacher Selection, Interna-
tional House, 105 Piccadilly,
London W1, (27864) 460000

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Teaching couples wanted for
expatriate schools in Saudi
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Yamou, Al-Basrah, Saudi
Arabia. (27803) 460000

SAUDI ARABIA

TEACHER OF ENGLISH
urgently needed to join 7
other British teachers.
Send cv and photograph to:
TBA Ankara, Turkey
(27252) 460000

WEST GERMANY

TEFL Teachers required for
Duisburg in December.
Good salary, free accom-
modation.
Tel: West Germany 2161/
85171 for interview in Lon-
don, Sunday the 18th No-
ber. (27780) 460000

SUMMER TEACHING JOBS

Work on American chil-
dren's summer camps, mid-
June to end August.
See ad under Holidays and
Accommodation. 460000
(27786)

SAUDI ARABIA

TEACHER TRAINER
Experienced RBA Prep. Tutor
needed for I.H. Affiliated
teacher training institute in
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TEACHING COUPLES WANTED FOR
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PERIENCED TEACHERS WITH
TEACHING DEGREES FOR CHILDREN
AND 6 TO 14 FOR THE SCHOOL
YEAR BEGINNING AUGUST 1985.
SEND COMPLETE CV TO: SU-
PERINTENDENT, INTERNATIONAL
SCHOOL, P.O. BOX 30039,
YAMOU, AL-BASRAH, SAUDI
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The continuing requirement of our Saudi Arabia Support
Contract means that a number of male English Language
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New salary scales are now in force, and this is an excellent opportunity
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... working in Saudi Arabia with BRITISH AEROSPACE

Applicants must be UK citizens under the age of 50 whose mother tongue is
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In addition to the high tax-free salary, successful candidates will receive
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employees), medical care, life assurance and other benefits, including
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on Tuesday 20th & Wednesday 21st November
between 10.00 a.m. and 6.00 p.m.

No appointments necessary: just ask at
but would like further information, please telephone Preston 63437,
or write to:-

The Personnel Officer, Saudi Arabia Support Dept.
FREEPOST, British Aerospace Aircraft Group,
Warton Division, Warton Aerodrome,
Preston, Lancs PR4 1LA

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Tax-Protected Salaries

Our client, Ras Lanuf Oil and Gas Processing Company, Libya, will shortly
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These positions carry an excellent employment package which includes
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Please write for an application form quoting job reference number RA/54,
giving brief details of your career history or send a full C.V. Those without the
qualifications and experience advertised need not apply, and irrelevant
applications will not be answered.



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for September 1985

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For job description and application form write to:-

The Personnel Officer
CMJ
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Herts. AL1 4JJ Tel. St Albans (0727) 33114

Any other teachers interested in service in the Anglican
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The Headmaster
The Anglican School
82 Street of the Prophets
P.O. Box 191
91 001 Jerusalem
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(2771)

